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ABSTRACT

The purpose of this practicum was to develop, field test, evaluate, and disseminate two teacher training packages--elementary and secondary--which would integrate behavioristic and humanistic approaches to classroom management. The practicum was divided into three phases. Phase 1 involved program development. Activities included small group discussions, demonstrations, role-playing, simulation games, puzzles, contests, case studies, and short/long term planning. Field test procedures comprised Phase 2. Both elementary and secondary teachers participated in eight training sessions. During each session they planned classroom implementation strategies. Small group sharing sessions were conducted after each training session. Formal and informal process and product evaluation data were collected throughout the field test by means of (a) evaluation forms, (b) records of office referrals, (c) observation forms, and (d) prepracticum and postpracticum attitude inventories. Phase 3 involved the statewide dissemination of completed elementary and secondary packages. Each package contained a leader's manual, a participant's manual, and audiovisual materials. (Questionnaires, forms, agendas, and other materials related to the practicum are included in the appendix.) (PB)

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HUMANISTIC/BEHAVIORISTIC TRAINING PROGRAM FOR TEACHERS

JAN 27 1975

by

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

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Maxi I Practicum

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INTRODUCTION

STATEMENT OF THE PROBLEM

A local survey of teachers indicated that their greatest concern was the management of discipline. The practicum writers attempted to develop, field test, evaluate, and disseminate statewide two teacher training packages, elementary and secondary, which would integrate behavioristic and humanistic approaches for managing the classroom.

RATIONALE FOR THE PRACTICUM

The two twenty-hour training programs were designed to be multi-media, action-oriented learning experiences. Field tested in Kaufman, Texas, the training programs featured frequent workshops, small group follow-up sessions, and on-going process and product evaluation. Dissemination of the packages was done by means of the Education Service Center network and the Texas Education Agency.

PRACTICUM DESIGN

Phase I: Program Development

The two training programs were designed in response to district-wide teacher and student surveys. A local facilitating team reviewed and approved materials as they were developed. Activities of the two training programs included: small group discussion, demonstrations, role-play, simulation games, puzzles, contests, case studies, and

short/long term planning. Media included: filmstrips with cassettes, transparencies, worksheets, planning sheets, readings, and suggested films.

Phase II: Field Test Procedures

Training was conducted during released time every third week. Teachers planned classroom implementation strategies during each training session. Follow-up small group share sessions were conducted after each training session. Formal and informal process and product evaluation data was collected throughout the field test effort by means of: evaluation forms, records of referrals to the office, observation forms, and pre-post attitude inventories.

Phase III: Dissemination Statewide

Title III money was secured from the Texas Education Agency to disseminate the finished elementary and secondary packages throughout the state. Each package contained a leader's manual, a participant's manual, and audio-visual materials. Personnel from all service centers and the Texas Education Agancy were oriented to the two training packages at a meeting in Austin, Texas.

ONGOING ACTIVITIES

Practicum writers will be conducting the training on a five-region tele-communications grid system.

HUMANISTIC/BEHAVIORISTIC TRAINING PROGRAM FOR TEACHERS

STATEMENT OF THE PROBLEM

The two writers of this practicum are employees of the Region 10 Education Service Center, one of twenty in a statewide network, that has the responsibility of providing a variety of services to educators within an eight county area in North Central Texas.

A 1972 survey of local teachers and administrators indicated that they perceived discipline, the management of deviant behavior, to be one of their chief problems. Education USA reported that this problem is widespread and suggests that "school administrators and teachers must search souls as well as law books in seeking solutions to the awesome problems of classroom discipline."[1]

To help area educators cope with this dilemma, the Instructional Services Department of the Region 10 ESC secured the CLAIM (Classroom and Instructional Management) materials developed at CEMREL Research Laboratory in St. Louis, Missouri. CLAIM is a teacher training program designed to give teachers skills in behavior analysis and modification. Its premise is that behavior that is rewarded tends to be repeated and behavior that is not rewarded tends not to be repeated. There are four basic skills for managing social behavior that are inherent in CLAIM:

1. How to describe behavior and identify what is reinforcing it in the classroom

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[1]Education USA, August 6, 1973, p. 228.

2. How to select and use appropriate reinforcers

3. How to write and use contracts with individual students

4. How to use "weakening"procedures and punishment.

There were some serious concerns by the practicum writers regarding some critical concepts for dealing effectively with human behavior that were not included in the CLAIM behavioristic approach. An assessment of the program's strengths and weaknesses included:

Strengths of CLAIM

1. Focuses upon present behavior in the classroom

2. Is designed to make teachers increase the use of praise and decrease the use of criticism

3. The training includes "in-class" practice following training sessions

4. Research shows the program to be very effective in the elementary school.

Weaknesses of CLAIM

1. Does not offer teachers ideas or activities for exploring feelings or examining values, but rather is concerned only with behavior

2. Techniques can be used primarily with only a few very disruptive students

3. Basic principle of classroom management, that reinforcement from the teacher is rewarding to students, is not always true for junior and senior high school.

Behavior modification has come under heavy criticism by those who feel that it is used as a tool for manipulation of behavior and does not give attention to the humanizing trends in education that focus upon feelings, attitudes, and values. Many authorities have

debated behavioristic versus humanistic approaches in classroom management.

Skinner's experiments suggest that man is controlled by his environment. The power of contingency management in the classroom is well established in his book Beyond Freedom and Dignity. Scriven asserts that man is characterized by freedom and dignity and that Skinner's philosophy is "as intriguing as astrology is to the untrained mind."[2] William Glasser and Carl Thorensen speak of "behavioral humanism" and strongly recommend a synthesizing perspective that draws from a variety of sources and avoids invidious dichotomies - humanist versus behaviorist.

Among the requests for CLAIM was an urgent call from the Kaufman, Texas superintendent of schools, Mr. James Phillips, who asked that the program be implemented in grades K - 12 in his district. With a population of 4,000, Kaufman is located in the southeastern part of Region 10 and is the county seat of Kaufman County. About thirty miles from Dallas, the community enjoys a rural atmosphere in the shadow of the Metroplex (Dallas and Fort Worth). Approximately 1500 school children attend four schools which are organized in the following manner:

K - 2nd grades	350 pupils	Grades 6 - 8	416 pupils
Grades 3 - 5	340 pupils	Grades 9 - 12	440 pupils

These two writers visited with the superintendent and principals in

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[2]Michael Scriven, "The Philosophy of Behavioral Modification," Behavior Modification in Education, National Society for the Study of Education, p. 426, 1973.

Kaufman in December, 1973, to describe the strengths and weaknesses of the CLAIM program (see appendix A-1). As a result, it was determined that a special program would be developed that would broaden the scope of the teacher training to include dealing with both student behavior and student feelings. In asking that the CLAIM program be modified, the Kaufman administrators requested that a program be developed that would give teachers both behavioristic and humanistic skills in providing a good learning environment for children in their schools (see appendix A-2).

A search of the ERIC files and other professional sources revealed that, while many educators are suggesting this approach, there is no model for implementing such a program in a K - 12 school system. Thus, the problem for this practicum, as originally submitted, was to develop, field test, and evaluate two training programs, elementary and secondary, which would give teachers humanistic/behavioristic approaches for dealing with classroom management. An addendum to the original proposal expanded the task to disseminating the program throughout the state and identifying Kaufman as part of a statewide visitation network.

RATIONALE FOR THE PRACTICUM

Rationale for Program Development

The goal for this practicum effort was to develop, field test, and evaluate two humanistic/behavioristic training programs for teachers, elementary and secondary, which would include staff development,

instructional materials, activities, and procedures. The training programs were then to be disseminated statewide as a model for use by other Education Service Centers.

A humanistic/behavioristic teacher training program should develop skills in teachers for dealing with both students' behaviors and feelings in the classroom. Behavior modification, a systematic process for strengthening desirable or weakening undesirable student behaviors, emphasizes the shaping of behavior by external rewards. Humanistic education maintains that human behavior is the product of both external stimuli as well as internal drives. Therefore, to deal with human behavior, teachers need skills for dealing with feelings, self concepts, and values. If they are to be successful, teachers need skills for giving students as many kinds of positive reinforcement as possible.

Materials and activities of the two teacher training programs were designed to develop in teachers the following skills:

- The ability to analyze behavior and plan a program of contingency management
- The ability to use praise and encouragement effectively for all students
- The ability to recognize and respond to students' feelings
- The ability to incorporate student ideas into classroom activities.

Application of these skills in the classroom should result in outcomes such as the following:

- Increased use of praise and encouragement by teachers
- Decreased use of teacher criticism and punishment

- Improved self-concepts for students
- Fewer disruptive behavioral problems
- Increased teacher recognition of student's feelings and ideas
- Improved teacher job satisfaction.

Training activities were laboratory experiences stressing interaction and involvement. Instructional materials utilized a variety of instructional media.

Rationale for the Field Test Procedures

The practicum writers utilized the following suggestions developed by the Texas State Teachers' Association for conducting in-service:

1. Utilize workshops frequently
2. Provide activities involving both small and large groups
3. Utilize classroom teachers in both planning and implementing programs
4. Involve both local and outside leadership.[3]

These suggestions were incorporated into the implementation design of this practicum. Training workshops were scheduled frequently to allow for the sequential development of skills. Representative groups of teachers reviewed training materials as they were developed and suggested changes. Teachers participated in small group plan/share sessions during training and follow-up building visits. Both local and outside resources/materials were made available to teachers as they designed and implemented their own humanistic/behavioristic programs in their classrooms.

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[3]Position of TSTA on In-Service Education, Texas State Teachers' Association, August, 1973.

Formal and informal evaluation data was collected about both process and product. Process evaluation data was obtained by means of two evaluation forms distributed to session participants. Product evaluation data was collected by means of records of referrals to the office, teacher observation forms, and pre-post student and teacher inventories.

Rationale for Dissemination Statewide

The opportunity to disseminate the two training packages to the other nineteen service centers in Texas necessitated planning and developing training packages that were completely self-contained--with detailed instructions and ready-to-use materials. Both packages contained a variety of multi-media and audio-visual materials, a leader's manual, and a participant's manual.

Because the training packages were to be available for checkout at the other nineteen service centers, the practicum writers believed it would be helpful to orient several consultants at each service center to their contents and suggested uses. This was done following field testing.

PRACTICUM DESIGN

Activities of this practicum were divided into three phases:

Phase I: Program Development

Phase II: Field Test Procedures

Phase III: Dissemination Statewide

Mrs. Gwyn Brownlee and Mrs. Barbara Ring cooperatively participated in the following tasks:

- planning rationale for program
- coordinating survey and analyzing data
- planning scope and sequence for program
- planning evaluation procedures and analyzing data
- writing T.E.A. proposal
- identifying facilitating team
- critiquing training and instructional materials
- conducting some aspects of training
- locating resources
- writing reports for Nova.

Individually, Gwyn Brownlee was responsible for all three phases of practicum activity in the two Kaufman elementary schools. Barbara Ring was responsible for all three phases of activity in the two Kaufman secondary schools.

A facilitating team of eight teachers and administrators, including two representatives from each school, was selected by the principals on February 18, 1974 to assist the practicum writers in implementing the training program (See appendix A-3). Functions of the facilitating team included:

- arranging meeting rooms for training sessions
- assisting in the distribution and collection of questionnaires and evaluation forms
- recommending procedures for improving training materials and/or installation procedures

- identifying possible problems in implementation of classroom programs
- assisting in scheduling small group plan/share sessions
- analyzing process and product evaluation data.

Phase I: Program Development

On February 7 the practicum writers met with the superintendent and the four principals to plan data-gathering activities in preparation for the development of the elementary and secondary training packages. In response to input given at that meeting the practicum writers developed a "Teacher In-Service Questionnaire" (see appendix A-4); a "Student Questionnaire--Secondary" (see appendix A-5); a "Student Questionnaire--Elementary" (see appendix A-6); and an "Answer Sheet--Primary Questionnaire" (see appendix A-7).

The practicum writers met on February 18 with all Kaufman teachers to explain the upcoming activities and to distribute the student and teacher questionnaires (see appendix A-8). The questionnaires were distributed to students that week, and the practicum writers compiled and analyzed the data during the week of February 25. A written analysis of the data was presented to administrators and teachers in a staff meeting on March 5 (see appendix A-9).

Throughout the months of March and April the practicum writers developed tentative training session titles, agendas, and participant materials. The training topics and activities were developed in direct response to interests and needs reflected in the student and teacher questionnaires. During this time the materials were reviewed twice by the facilitating team and suggested changes were made.

On April 20 the Kaufman superintendent requested a written description of the proposed training program to be presented to the Kaufman Board of Education. The practicum writers mailed the program description on April 25 (see appendix A-10). It was submitted to the Board of Education on April 29 at which time the school board officially authorized that the Kaufman school district be the field test site for the two training packages.

On May 13 the practicum writers met with the facilitating team and principals to review the contents of the elementary and secondary training packages. Final approval of the training program content was given at this meeting.

Throughout the months of June and July the writers developed audio-visual and multi-media materials to be used in the training packages. Development of the training materials was completed by July 31, 1974.

The elementary training package included:

Elementary Session I - "OVERVIEW--CLASSROOM MANAGEMENT TRAINING"

Time Required: Approximately 3 hours

Purposes:

1. To develop awareness and acceptance of the upcoming Classroom Management Training program.
2. To allow participants to experience and critique a poorly managed learning situation.
3. To encourage participants to assess their readiness for change by means of the "Living with Change Inventory."

Materials Provided: 2 handouts; 1 filmstrip; simulation game materials; 2 worksheets; attitude inventory with scoring suggestions.

Elementary Session II - "A SYSTEM FOR DETERMINING VALUES"

Time Required: 3 hours

Purposes:

1. To motivate participants to examine the process by which values are formed and their relationship to individual needs, the self-concept, and goal setting.

2. To encourage participants to identify important personal values and to examine why they are important.

3. To increase each participant's capacity to understand and accept the values of others.

Materials Provided: 2 transparencies; a 3X5 card for each participant; 1 handout; value stories and group tally sheets; Participant Evaluation Forms.

Elementary Session III - "BUILDING POSITIVE SELF-CONCEPTS"

Time Required: 2 hours

Purposes:

1. To help participants understand their need for a positive self-concept.

2. To help participants realize that they have a responsibility for helping all children with whom they work to develop positive self-concepts.

3. To help participants learn some way to foster positive self-concepts in themselves and others.

Materials Provided: 2 handouts; 2 worksheets; 3 transparencies.

Elementary Session IV - "A SYSTEM FOR EXAMINING BEHAVIOR"

Time Required: 2 hours

Purposes:

1. To give participants a framework for understanding behavior analysis.

2. To help participants understand what is meant by reinforcement and punishment.

3. To help participants learn how to examine behavior.

Materials Provided: 3 handouts; a checklist; a status report; slide-tape presentation; 3 transparencies.

Elementary Session V - "MEASURING BEHAVIOR AND THE USE OF REINFORCERS"

Time Required: 2 hours

Purposes:

1. To equip teachers with three ways to measure behavior.

2. To help teachers understand the meaning of "shaping" behavior.

3. To help teachers develop a plan for reinforcement.

Materials Provided: 5 worksheets; 4 handouts; slide-tape presentation; 8 transparencies.

Elementary Session VI - "TOKEN ECONOMY & CONTINGENCY CONTRACTS"

Time Required: 2 hours

Purposes:

1. To help participants learn how to design a token economy system for a classroom.

2. To help participants understand how a token economy can operate.

3. To help participants anticipate and trouble-shoot problems that frequently arise in a token economy system.

4. To help participants determine when to use contingency contracts.

5. To help participants plan and write appropriate sequences for contingency contracts.

6. To help participants train students to write their own contingency contracts.

Materials Provided: 6 handouts; a suggested film; filmstrip; 8 transparencies.

Elementary Session VII - "PUNISHMENT (WEAKENING PROCEDURES)"

Time Required: 2 hours

Purposes:

1. To help participants learn when to use weakening procedures by witholding special attention and correctly carrying out correction procedures.

2. To help participants specify when to weaken behavior using time-out from positive reinforcement and correctly carrying out time-out procedures.

3. To know when to use response-cost (penalties or fines), and correctly carry out response-cost procedures.

4. To specify when to weaken behavior using punishment and correctly carry out punishment procedures.

Materials Provided: 5 handouts; 1 filmstrip; 7 transparencies.

Elementary Session VIII - "DECISION MAKING"

Time Required: 2 hours

Purposes:

1. To help participants understand the need for teaching decision making skills to students.

2. To help participants develop more skills in decision making.

3. To help participants learn how priorities are set by the choices we make.

4. To help participants identify the uses of inquiry in decision making.

Materials Provided: 1 handout; 1 worksheet; a suggested film; 8 transparencies.

Elementary Session IX - "SUCCESS - MOTIVATION"

Time Required: 2 hours

Purposes:

1. To give participants practice in analyzing success in terms of satisfaction of needs.

2. To help participants talk about their accomplishments with others.

3. To develop the self-esteem of participants by having their achievements recognized by others.

Materials Provided: 2 handouts; 2 worksheets; transparency.

(See accompanying Classroom Management Training Package-Elementary).

The secondary training package included:

Secondary Session I - "OVERVIEW--CLASSROOM MANAGEMENT TRAINING"

Time Required: Approximately 3 hours

Purposes:

1. To develop awareness and acceptance of the upcoming Classroom Management Training program.
2. To allow participants to experience and critique a poorly managed learning situation.
3. To encourage participants to assess their readiness for change by means of the "Living with Change Inventory."

Materials Provided: 2 handouts; 1 filmstrip; simulation game materials; 2 worksheets; an attitude inventory with scoring suggestions.

Secondary Session II - "SUCCESS/FAILURE = SELF CONCEPT"

Time Required: 3 hours

Purposes:

1. To develop the self-concepts of participants by letting them share successful classroom experiences.
2. To develop an awareness of the relationship between failure and loss of self-esteem.
3. To develop an awareness of the relationship between self-concept and effective classroom discipline.

Materials Provided: 2 worksheets; 1 handout; a puzzle; problem solving sheets.

Secondary Session III - "ACCENTUATE THE POSITIVE"

Time Required: 2 hours

Purposes:

1. To increase participants' understanding of the effective use of positive reinforcers, non-reinforcers, and negative reinforcers.

2. To give participants practice in the effective use of the three kinds of reinforcers.

3. To encourage participants to use these techniques in their classes

Materials Provided: 2 handouts; 3 worksheets; 1 plan sheet; suggestions for distributing "warm fuzzies" and "cold pricklies."

Secondary Session IV - "DISCIPLINE"

Time Required: 2 hours

Purposes:

1. To give participants an opportunity to discuss their experiences and feelings while using positive reinforcement.

2. To distinguish clearly between discipline and punishment and student's reactions to them.

3. To give participants cognitive information about effective discipline.

4. To give participants experience in counseling and contracting for effective discipline.

5. To encourage teachers to use procedures for effective discipline rather than punishment with their students.

Materials Provided: 5 handouts; 2 worksheets; a suggested film.

Secondary Session V - "LET'S ALL GET TOGETHER, PART I"

Time Required: 2 hours

Purposes:

1. To give participants information concerning the purposes of class discussions.

2. To give participants suggestions for planning and conducting class discussions effectively.

3. To give participants experiences as either a leader or contributor to a class discussion.

Materials Provided: 4 handouts; 2 worksheets; 3 transparencies.

Secondary Session VI - "LET'S ALL GET TOGETHER, PART II"

Time Required: 2 hours

Purposes:

1. To give participants experience as group leaders in various kinds of class discussions.

2. To give participants experience as participants in various kinds of class discussions.

Materials Provided: Poster suggestions; suggestions for a "wish box"; 3 handouts; 1 worksheet; a suggested film.

Secondary Session VII - "MOTIVATION--ELIMINATING FAILURE"

Time Required: 3 hours

Purposes:

1. To give participants information about basic motivational theory.

2. To give participants specific techniques for increasing motivation in the classroom.

3. To give participants practice in planning highly motivating classroom activities.

Materials Provided: 3 handouts; a filmstrip; 1 worksheet; 1 plan sheet; suggestions for taking Polaroid pictures and making posters.

Secondary Session VIII - "MOTIVATION--ELIMINATING FAILURE, PART II"

Time Required: 3 hours

Purposes:

1. To give participants a list of tangible reinforcers which are approved for use in their schools.

2. To give participants techniques for designing a token economy for an entire class.

3. To give participants techniques for using reinforcers with individual students.

Materials Provided: 3 transparencies; 1 handout; suggestions for a contest; a suggested film; suggested procedures for distributing candy, cookies, prizes, etc.

(see accompanying Classroom Management Training Package-Secondary).

Phase II: Field Test Procedures

Training: On May 13, 1974 the practicum writers met with the superintendent and principals to schedule the training sessions for the upcoming fall term. Upon the request of the superintendent, the time line for training was adjusted to allow training from August through November. Following the initial training in August, afternoon sessions were scheduled every three weeks. Early dismissal of students on training days allowed teachers released time. One full day of training was scheduled on November 14. The schedule for Staff Development Training is listed below:

STAFF DEVELOPMENT SCHEDULE

Topics for Teachers K - 5

Leader: Gwyn Brownlee

DATE	TIME	TITLE
August 12	1:00- 3:30 P.M.	Overview (basic concepts)
August 14	1:00- 3:30 P.M.	Values--A System for Determining
September 3	2:45- 4:45 P.M.	Building Positive Self Concept
September 24	2:45- 4:45 P.M.	A System for Examining Behavior
October 14	9:00-12:00 A.M.	Measuring Behavior and Reinforcement Token Economy--Contingency Contracts
October 14	1:00- 3:00 P.M.	Punishment
November 5	2:45- 4:45 P.M.	Decision Making
November 26	2:45- 4:45 P.M.	Assuring Success--Motivation

Topics for Teachers 6 - 12

Leader: Barbara Ring

DATE	TIME	TITLE
August 12	1:00- 3:30 P.M.	Overview (basic concepts)
August 14	1:00- 3:30 P.M.	Success/Failure=Self Concept
September 3	2:45- 4:45 P.M.	Accentuate the Positive (Reinforcement Theory)
September 24	2:45- 4:45 P.M.	Effective Discipline (Counseling and Contracting)
October 14	9:00-12:00 A.M.	Motivation, Part I (Intrinsic)
October 14	1:00- 3:30 P.M.	Motivation, Part II (Extrinsic)
November 5	2:45- 4:45 P.M.	Let's All Get Together, Part I (Class Discussions)
November 26	2:45- 4:45 P.M.	Let's All Get Together, Part II (Class Discussions)

Session I, identical in both training packages, was conducted with elementary and secondary teachers/administrators together. Throughout the remaining eighteen hours K-5 teachers/administrators met for training with Mrs. Gwyn Brownlee. Secondary teachers/administrators, 6-12, met in seperate sessions with Mrs. Barbara Ring (see appendix A-11).

Members of the facilitating team provided assistance in setting-up, conducting, and evaluating both training and follow-up sessions. At the suggestion of the high school facilitating team and principal, teachers in grades 9-12 participated in sessions I, II, III, IV, V, and VII, a total of sixteen hours of training. They spent the remaining four hours of training time preparing for a Southern Association of Secondary Schools accreditation visit. However, the entire staff of the intermediate school, grades 6-8, completed all twenty hours of training.

Classroom Implementation/Follow-up: The extension of the training timeline caused the practicum writers to restructure the implementation phase described in the practicum proposal. The original training and classroom implementation phases were integrated into the months of August through November.

Teachers developed classroom implementation plans during each training session. The practicum writers monitored and reinforced implementation efforts between training sessions by means of small group share sessions, classroom observation, and telephone conferences. During visits to the building the practicum writers discussed with teachers their most successful efforts, their problems, possible alternative activities, and sources for additional resources.

Mrs. Gwyn Brownlee, discussing specific cases with one kindergarten teacher, was told about a child who emitted frequent statements such as, "I can't do anything right", "I think I'll kill myself", and "Nobody likes me". Following a session on "Measuring Behavior and Reinforcement" the teacher began ignoring such comments and consistantly reinforcing more appropriate behaviors. By the end of the training period the child rarely used such attention-getting devices.

Another teacher involved in elementary training reported successfully using contingency contracts with a group of fifth grade girls who fought a great deal. Rewards for specific behaviors were included in the contracts. The behavior of the girls improved dramatically and the teacher was able to develop long-term contracts with the girls for more socially acceptable behaviors. Teacher, parents, and

principal were pleased with the results.

Mrs. Barbara Ring, visiting in the Intermediate School following the secondary session on "Discipline", was told by the principal about an eighth grade girl who had caused great disruption in her art class. Her teacher frequently sent her to the office for discipline. That week, however, the teacher decided to counsel with the girl using an approach suggested in the training session. As a result, they developed a series of short-term contingency contracts which the girl successfully fulfilled. As reinforcement she was allowed to work as an assistant in a sixth grade art class. Her behavior dramatically improved in the art class as well as in her other classes.

A group of intermediate and high school teachers began regularly using such instructional approaches as student planned instruction, contracting for grades, peer and cross-age tutoring, and simulation games after Session VII, "Motivation--Eliminating Failure, Part I." During the small group share sessions the following week, teachers requested a great variety of resources from the Service Center for their students to use as they became involved in these new activities. The principals of both schools assisted Mrs. Ring in scheduling the materials throughout their buildings.

Almost every elementary and secondary teacher reported using ideas from the training in their classrooms at one time or another.

Evaluation: A comprehensive on-going evaluation design provided both formal and informal process and product evaluation data. Throughout the practicum the eight member facilitating team aided in collecting and analyzing the data.

Process Evaluation: All participants in the training workshops completed a "Participant Service Evaluation Form" which evaluated the effectiveness of the training workshops (see appendix A-12). It was administered twice, after the fourth and eighth sessions. Responses on the form were marked on a seven point scale, a value of one representing a very negative response and a value of seven representing a very positive response. Mean averages of the responses per item are summarized in Tables I and II, pages 22 and 23.

Elementary participants responded with an overall average of 6.3 on a 7.0 scale. The most positive responses were concerning the work of the consultant (6.7) and on the organization of the program (6.4). Three items scored 6.2 each. These were related to the ideas and activities, scope of the program, and involvement in the program. Comments from participants indicated that while they felt very positive about the overall value of the training, a few felt that the constraint of time would make it difficult for them to implement the program in their classrooms.

The overall average response of secondary participants was 6.3 of a possible 7.0. Responses were most positive concerning the effectiveness of the consultant (6.8) and the organization of the sessions (6.6). The lowest response concerned the "scope" of the program (5.8). It would seem that some participants wanted to

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TABLE I

PARTICIPANT SERVICE EVALUATION RESPONSES

ELEMENTARY TEACHERS/ADMINISTRATORS

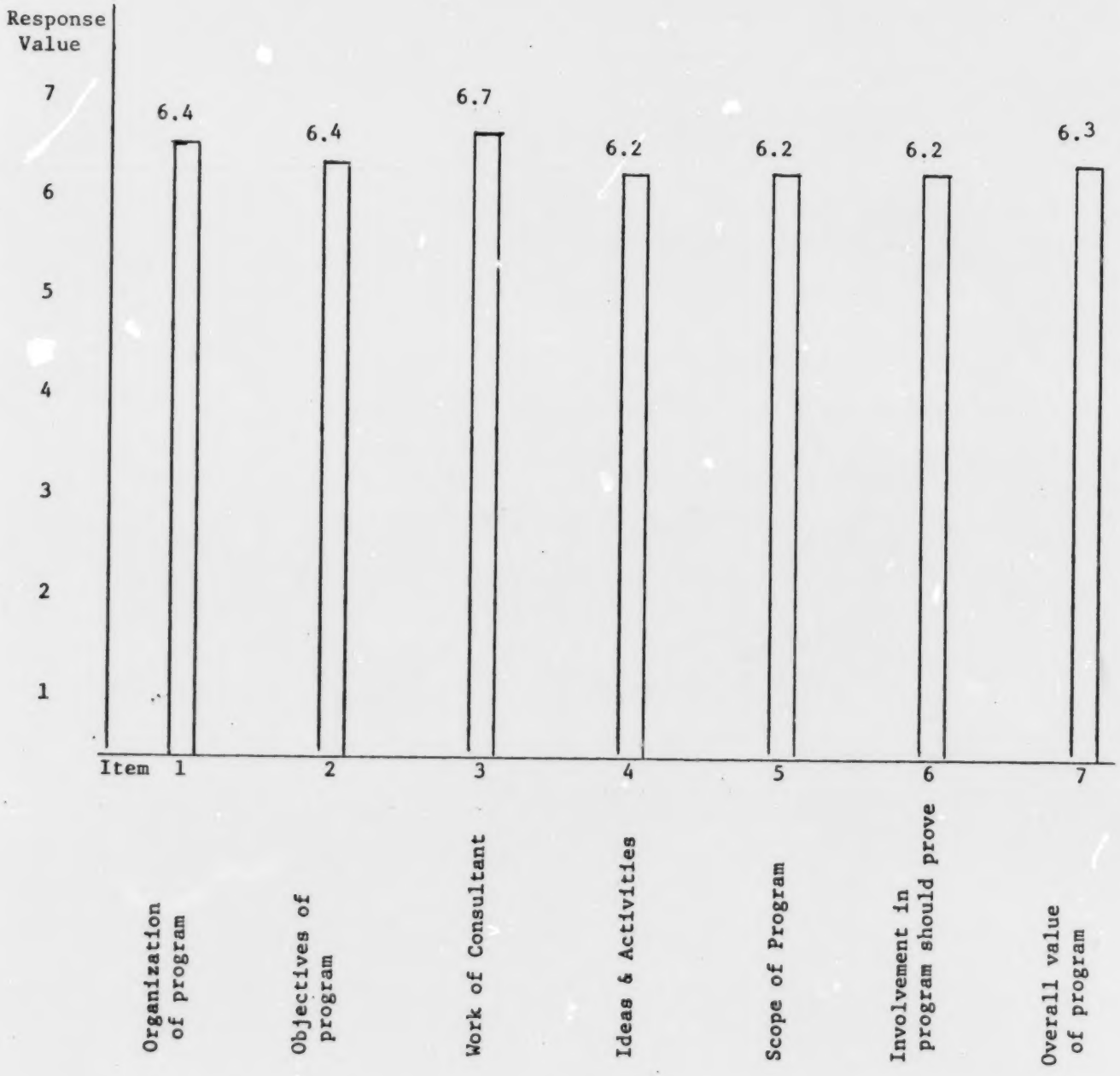

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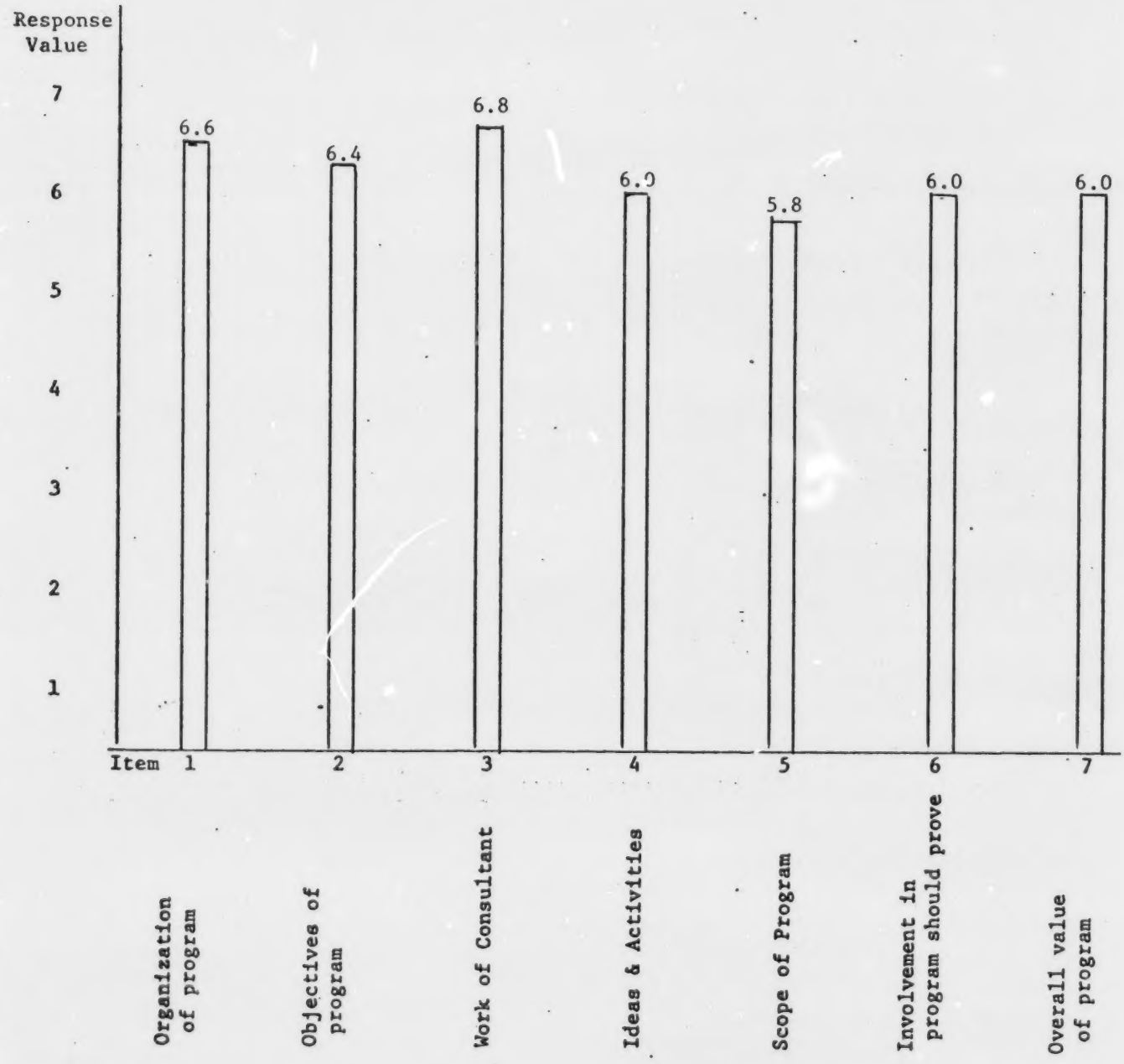
TABLE II

PARTICIPANT SERVICE EVALUATION RESPONSES

SECONDARY TEACHERS/ADMINISTRATORS



consider a greater variety of ideas at the sessions.

Another evaluation form, "Follow-up Evaluation Form" was distributed to participants in the small group plan/share sessions which followed the training sessions (see appendix A-13). The form was designed to evaluate the effectiveness of the follow-up activities. It was administered once to elementary and secondary teachers. Tables III and IV, pages 25 and 26, show the percentage responses of participants to each item.

Responses of elementary teachers to follow-up activities were generally positive. Respondents felt that the small group and individual interaction helped to reinforce their personal and professional needs. The lowest response related to the quality of teaching improvement as a result of the follow-up activity. Once again, teachers mentioned that due to the many things they must do daily in the classroom, it was not easy to systematically be involved in another on-going program. They felt good about the possibilities, but appeared to lack some confidence that such would bring a noticable improvement in their teaching practices.

Secondary participants responded most positively to item three concerning the value of materials given to participants. These included professional development materials and student resources for use in the classroom. Responses were lowest on item one concerning the value of follow-up sessions for personal/professional growth. The follow-up sessions were primarily small group discussions of experiences resulting from efforts to implement ideas presented in the training sessions. Few new approaches or ideas were discussed.

TABLE III

FOLLOW-UP EVALUATION FORM

ELEMENTARY TEACHERS/ADMINISTRATORS

1. This activity met my personal or professional needs:

85.5%	10.8%	2.7%
Extremely well	Fairly well	Poorly

2. The manner in which this activity was organized and carried on was:

89.4%	10.5%	
Excellent	Average	Poor

3. The materials given to participants were:

70.7%	29.3%	
Excellent	Average	Poor

4. The quality of my teaching will improve as a result of this activity:

56.7%	37.8%	4.5%
Definitely yes	Possibly	No

5. The subject of this activity was covered:

78.%	18%	4%
Very well	Adequately	Poorly

TABLE IV

FOLLOW-UP EVALUATION FORM

SECONDARY TEACHERS/ADMINISTRATORS

1. This activity met my personal or professional needs:

47.8%	48.9%	3%
Extremely well	Fairly well	Poorly

2. The manner in which this activity was organized and carried on was:

72%	28%	2%
Excellent	Average	Poor

3. The materials given to participants were:

73%	26%	2%
Excellent	Average	Poor

4. The quality of my teaching will improve as a result of this activity:

51.5%	45.5%	3%
Definitely yes	Possibly	No

5. The subject of this activity was covered:

72%	28%	
Very well	Adequately	Poorly

Teachers were given a "Referral to Office Record" at the first training session held in August (see appendix A-14). They were asked by each principal to keep an informal on-going record of each instance that a child was referred to the office for discipline. Throughout the months of September through December the practicum writers periodically inquired about the numbers of entries on the forms. In all four schools teachers and principals reported that numbers of referrals to the office had decreased substantially. During a final meeting with practicum writers on December 19 each principal reported that referrals to the office had decreased to a negligible number in each building. The superintendent stated that teachers were now dealing more effectively with discipline in the classroom and that it required less of the principal's time.

Periodically throughout the months of September, October, and November elementary and secondary teachers were asked to assess behavior changes in themselves, their students, or other teachers. A variety of behavior observation tally sheets were distributed for the purpose of giving teachers immediate feedback concerning changes in behavior.

Elementary teachers were encouraged to use three student behavior tally sheets to record classroom behaviors of individual students (see appendix A-15, A-16, and A-17). Teachers were asked to gather baseline data concerning changes in student behavior before and after they used positive reinforcement/extinction procedures with the students. Changes in frequency and duration of disruptive behavior were discussed in small group follow-up sessions. Consistantly,

elementary teachers using the tally sheets discovered that disruptive behavior temporarily increased, then diminished dramatically.

Secondary teachers used two different observation checklists for assessing changes in behavior. The first form, "Observation Checklist", was completed for each participant by a peer during session IV (see appendix A-18). The form, used during session IV and throughout the following week, recorded frequency of positive language while dealing with disruptive students. During small group follow-up sessions teachers compared their initial behaviors during the training session with their behaviors following a week of practice. Participating teachers reported that their language had become consistantly more positive and their students, no longer defensive about their behavior, were making realistic plans for improvement.

Secondary teachers also used a self-assessment evaluation form following sessions V and VI (see appendix A-19). Teachers were given five of the forms and were encouraged to complete one form each week to record both student and teacher behaviors during class discussions. Data on the forms was discussed in small follow-up groups after sessions V and VI. Teachers using the forms reported that their class discussions became more student centered and less teacher dominated during their five week effort.

All students and teachers also participated in pre-post attitude testing. Teachers were administered the "Purdue Teacher Opinionnaire" on August 14, 1974, before training began and in December, 1974, after training was completed (see appendix A-20). Responses on the inventory were marked on a seven point scale, one representing a very negative

response and seven representing a highly positive response. The inventories were tabulated on the computer and each response was assigned a -3 to +3 negative to positive value. A table of pre-post mean average responses of elementary teachers is given in Table V.

TABLE V

"PURDUE TEACHER OPINIONNAIRE"

MEAN AVERAGE RESPONSES OF ELEMENTARY TEACHERS

Grade	Pre-Test Mean	Post-Test Mean	Average Deviation
Kn	2.19	2.27	.09
1	2.15	2.31	.15
2	2.50	2.46	-.04
3	2.68	2.07	.18
4	2.65	2.67	.02
5	1.72	2.04	.31

There were a total of twenty-three respondents to the twelve items on the Purdue Teacher Opinionnaire for Kn through 5th grades. The small number of teachers in some grade levels makes it difficult to ascertain real changes. However, all grades, except the second grade, showed positive gains. (It is interesting to note that

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SUPPLEMENT TO TABLE V

Grade	Report for sex	Pre-Test Mean	Post-Test Mean	Mean Deviation
KN	M	1.10	1.95	.85
	F	2.37	2.33	-.04
	ALL	2.19	2.27	.09
1	ALL F	2.15	2.31	.15
2	M	2.20	2.00	-.20
	F	2.57	2.57	.00
	ALL	2.50	2.46	-.04
3	ALL F	2.68	2.87	.18
4	ALL F	2.65	2.67	.02
5	M	1.95	2.10	.15
	F	1.65	2.02	.37
	ALL	1.72	2.04	.31

second grade student responses to "What Face Would You Wear" Table VII, page 35 also shows a negative post-test score.)

The positive teacher mean gains range from 0.02 for fourth grade to 0.31 for fifth grade. (This is especially interesting since fifth grade students showed the highest average negative responses of all elementary schools.)

Kindergarten teachers had a total of more average losses in mean scores than any other group. The lowest responses,- 0.71, were for item 5 (I would recommend teaching as an occupation to students of high scholastic ability) and item 14 (Most of the actions of my students irritate me). Their highest gain was on item 11 which indicates they feel as well qualified as other teachers. In contrast to this, first grade teachers listed item 11 as their only post-test mean loss. Their average gain was 0.15, but they showed no change in twelve of the twenty items. The most significant positive changes for first grade teachers were found in items dealing with their attitude towards teaching (2 and 3) toward students (16 and 19) and towards their ability compared to other teachers (12 and 18).

Third grade teachers showed a negative score of -0.67 on item 15 (My students regard me with respect, etc.) while revealing a positive mean deviation of 1.00 for item 17 (To me there is no work more challenging than teaching). The majority of their positive responses (items 7, 10, and 14) point to an improved attitude towards their students. The average for these teachers was a 0.18 mean gain.

Only two of the fourth grade teachers had valid responses. They indicated no change in 14 items. The most positive gain was 1.00 on item 14 (Most actions of my students irritate me) while their negative mean scores of -0.50 were for item 10 (I enjoy working with student organizations, clubs, etc.) and item 15 (My students regard me with respect).

As noted earlier fifth grade teachers responded with a positive mean deviation of 0.31. Their highest gain was on item 20 (I am well satisfied with my teaching position). Other positive responses related to their attitudes toward teaching (2, 3, 4, 13) and toward their ability as compared to other teachers (12 and 18).

It should be noted that the highest possible score was 3.00 and the lowest possible score was -3.00. An analysis of the items indicates averages on the pre-test of 2.31 and on the post-test of 2.44 for an overall gain of 0.13. Thus, it may be said that the Kaufman elementary teachers tended to reflect positive attitudes about their jobs, their students, the teaching profession and their relationship with other teachers before this program began and that these positive attitudes were strengthened as a result of participation in this practicum effort.

TABLE VI

"PURDUE TEACHER OPINIONNAIRE"

MEAN AVERAGE RESPONSES OF SECONDARY TEACHERS

Grade	Pre-Test Mean	Post-Test Mean	Average Deviation
6	1.47	1.59	.12
7	1.56	1.93	.37
8	1.62	1.75	.13
9	2.20	2.39	.19
10	1.55	1.85	.30
11	2.30	2.24	-.06
12	1.84	1.85	.01

Table VI shows that secondary teachers' mean average responses showed positive increases at all grade levels but one, the eleventh grade. Those teachers, however, registered the most positive responses of all on the pre-test and dropped only slightly on the post-test.

In general, the mean average responses of the intermediate school teachers were lower than the responses of teachers in the high school. At all levels the secondary teachers responded most positively to test item number nineteen, enjoying working with students. They consistantly responded lower to test item number six, stopping teaching to earn more money, indicating that they would stay with teaching even though it might mean earning less money.

SUPPLIMENT TO TABLE VI

Grade	Report for sex	Pre-Test Mean	Post-Test Mean	Mean Deviation
6	M	1.38	1.40	.02
	F	1.57	1.78	.22
	ALL	1.47	1.59	.12
7	M	.90	1.80	.90
	F	2.00	2.02	.02
	ALL	1.56	1.93	.37
8	M	2.05	2.45	.40
	F	1.40	1.40	--
	ALL	1.62	1.75	.13
9	M	2.18	2.45	.27
	F	2.22	2.34	.12
	ALL	2.20	2.39	.19
10	M	1.55	1.89	.34
	F	1.74	2.00	.26
	ALL	1.85	1.77	.30
11	M	1.88	1.90	.02
	F	2.72	2.57	-.15
	ALL	2.30	2.24	-.06
12	M	1.67	1.80	.13
	F	2.02	1.90	-.12
	ALL	1.84	1.85	.01

The mean average of post-test responses increased .15 over the pre-test mean average. The training program, focusing on developing classroom management skills, might account for the increase.

Students of the Kaufman Elementary School, K-2, were administered the "What Face Would You Wear?" self-concept inventory in early September, 1974 and again in December, 1974 (see appendix A-21). Student responses were also assigned -3 to +3 negative to positive values. A table of pre-post mean average responses of students in Kaufman Elementary School is presented in Table VII.

TABLE VII

"WHAT FACE WOULD YOU WEAR?"

Responses of students 1-3, Special Ed. and Multi-level

Grade	Pre-Test Mean	Post-Test Mean	Mean Deviation
Kn	1.18	1.47	.51
1	1.58	1.80	.22
2	1.85	1.84	-.01
3	1.58	1.68	.10
Sp. Ed.	1.42	1.88	.46
School Summary	1.56	1.71	.51

The data in Table VII reveals that children in grades one through three and those in special education and multi-level tended to feel more positive about themselves at the post-test. The only exception will be found at the second grade level when there is a negative mean deviation of -.01 which is not significant. Special education and kindergarten children were generally more positive than other levels. The range of responses on this table are from -.01 to .51.

In interpreting item responses, it should be noted that there were three faces. Face one was frowning and had a value of minus 3. Face two which showed no expression had a value of zero. The smiling face three had a value of plus three.

Of the twenty-four test items, the school summary found four negative item responses. Item 9 (-.02) going to school to learn a new game, received a negative response in every grade. Item 18 (-.79) if only good children could have a party, was scored negatively at each level. These two items appear to reveal the basic insecurity children feel in facing new situations and being left out of social activities. Item 15 (-.10) if the teacher picked the best workers, and item 20, (-.55) if the teacher asked you to make a picture of an animal that was hard to draw, also should receive negative mean deviations.

Item 22, "What face would you wear when you think of how well you are doing in school?" showed a positive 2.39 at both pre and post testing. This significantly high score reveals that students tend to feel good about their accomplishments in school. The school staff is to be complimented for helping students develop this type of feeling regarding their education.

Positive effects from the practicum may be found in item 6, 7, 13, 16, 19, and 21, all dealing with the child's self-concept. These items show the highest post-test gains. Other positive results found in items relating to the child's concept of his relationship with his teacher can be seen in items 2, 3, 10, 11, and 13.

As a group, the special education children showed the most growth. This is rewarding in terms of their great need to feel good about themselves. Their highest responses were items 4, 14, 17, 20, and 24, all of which deal with their attitudes about their ability to learn.

The fact that kindergarten children scored high is very rewarding also since it is critical that they begin their educational experience with positive feelings.

An analysis of the test items does not reveal conclusively why the second graders' post-test score showed a loss. As slight as it was, in many cases there is still some concern that thirteen of the twenty-four items showed a negative mean deviation. Items 5, 6, 9, 11, 14, 17, and 22 relate directly to their feelings about how they are achieving in school. All showed a decline. In spite of this, item 3, tell a friend about school, was a positive gain. Other increases in items 4 and 16 relating to their relationship with their parents was also a positive increase.

Students of the Lucille Nash Elementary School, grades 3-5, were administered the elementary form of the "How I See Myself" self-concept inventory in early September, 1974 and again in December, 1974. (see appendix A-22). Responses were assigned -3 to +3 negative to positive values. A graph of pre-post mean average responses is presented in Table VIII, page 38.

TABLE VIII

"HOW I SEE MYSELF - ELEMENTARY FORM"

MEAN AVERAGE RESPONSES OF STUDENTS GRADES 4-5

Grade	Pre-Test Mean	Post Test Mean	Average Deviation
4	.95	1.22	.28
5	.89	.77	-.12
Sch. Summary	.92	.98	.06

The summary information in Table VIII reflects pre/post mean scores and mean deviation scores for grades 4 and 5. The instrument utilized a seven point scale, a one meaning "never" to a seven meaning "always". One had a negative value of -3, two had a negative value of -2, three had a negative factor of -1. Four was considered neutral, therefore had no value. Five was a +1, six was a +2, and seven was a +3 value.

Fourth grade respondents showed an average 0.28 gain at the post test period. There were only four items (2, 13, 26, and 37) of the forty items ranging from -0.01 to -0.21 that showed a negative mean deviation. Of these the most significant was item 37 (like school). In contrast, it is interesting to note that item 32 (School is very interesting) received a gain of 0.02. Items 11 with a score of

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0,63 and 14 with a score of 0,74 showed the highest significant mean deviations. Both items relate to the way pupils feel about the way they look. Generally, fourth graders showed positive responses to all items relating to how they felt about their teachers, (items 8, 16, 17, 21, 32, 37, 39, 40) to how they felt about their ability to cope with their feelings (items 1, 2, 6, 19, 20), their physical condition (items 9, 18, 25), their relationship with others (items 22, 24, 28, 34, and 35) and most positive overall, the way they looked (items 5, 11, 14, 23, 31, 36). There were two negative responses (items 13, 26) to their feelings about their ability to achieve but five (items 3, 10, 15, 27, 30) related to this same area.

While responses from fourth graders may be considered generally very positive, the opposite may be found for fifth graders. Twenty-nine of the forty items showed minus mean deviations. It is important that none of the items relating to how they felt about their teachers received a positive response, nor did any of the items concerning how they felt about their physical well being. In further contrast to the fourth grade group their average scores were positive regarding their ability to achieve in school and mostly negative regarding the way they perceive their relationship to others and the way they look. The highest single response, 0,50, was item 13 (I'm good at speaking before a group) while the greatest response loss, -0,80, was item 8, (My teachers like me). A careful study of the data tends to suggest that good rapport was lacking between students and the teachers in this grade level. It might be that developmentally, ten year olds were undergoing physiological

and emotional changes that would affect their attitudes about school and their self concepts.

In spite of the generally lower scores at the fifth grade level, the summary for this school shows a positive post-test gain of 0.06.

Students at the Kaufman Intermediate School, grades 6-8, and the Kaufman High School, grades 9-12, were administered the secondary form of the "How I See Myself" self-concept inventory in early September, 1974 and again in December, 1974 (see appendix A-23). Responses were assigned a -3 to +3 negative to positive value. A graph of pre-post mean average responses of all secondary students is presented in Table IX.

TABLE IX

"HOW I SEE MYSELF -- SECONDARY FORM"

Mean Average Responses of Students Grades 6-12

Grade	Pre-Test Mean	Post-Test Mean	Average Deviation
6	2.05	2.13	.08
7	.54	.64	.10
8	.51	.48	-.03
9	.57	.74	.18
10	.47	.48	.01
11	.37	.37	.00
12	.47	.35	-.11

Table IX shows that secondary students' mean average responses at each grade level were positive on both the pre and post-test. Sixth grade responses were significantly more positive than were responses at other levels. Grade eleven responses were less positive than other levels.

In grades six, seven, nine and ten the mean average responses on the post-test were more positive than responses on the pre-test, ranging in deviation from .01 to .18. In grade eleven the mean average pre and post responses were the same. Grades eight and twelve showed a drop in mean average responses on the post-test.

Developmental differences of students from grade to grade appear to be reflected in some of the data. Sixth graders were consistantly more positive than were older students. They responded most positively to the test items related to interpersonal relationships and personal appearance (items 8, 12, 14, 16, 17, 31, and 42). It would seem that, on the whole, they felt very secure about being accepted by others. Students in grades seven through twelve were considerably less positive on those test items, rating them much lower.

Eleventh grade students, less positive than other grade levels, were most negative on test items dealing with personal appearance and competence at specific skills (dancing, music, public speaking, etc.).

Ninth grade students, new comers to the high school in September, were significantly more positive on the post-test than on the pre-test.

It appears that they were considerably more confident of their ability to succeed in school by December. Test items showing the greatest positive gain were those related to success in school (items 27, 30, 32, and 33).

Both eighth graders and twelfth graders responded higher on the inventory in September than in December. The eighth grade drop in response was slight, three hundredths of a point, and was caused by lower responses to test items dealing with liking school (items 16, 17, and 40). Higher teacher expectations for eighth graders, the "seniors" of the intermediate school, might account for the students' dissatisfaction.

Twelfth grade responses were eleven hundredths of a point more negative on the post-test. As a group, the seniors were most negative about test item number 37, liking school, which averaged three fourths of a point lower on the post-test. This, too, might be explained by higher teacher expectations for graduating students.

On the whole, post-test responses of secondary students were .03 higher than pre-test responses. Improved classroom climates as a result of the teacher training program might account for this increase.

Phase III: Dissemination Statewide

On March 29, 1974 the practicum writers submitted a written proposal to the Texas Education Agency for developing two twenty-hour teacher training packages, elementary and secondary, entitled Humanistic/Behavioristic Training Program for Teachers (see appendix A-24). The proposal pledged to develop two multi-media, action-

oriented training packages which were to be field tested and implemented in Kaufman, Texas. They were then to be duplicated and distributed to each of the other Education Service Centers in Texas. The Texas Education Agency funded the proposal for $5,500., however, it requested that the title of the packages be changed to "Classroom Management Training, Elementary/Secondary".

Two copies of each finished package were mailed to the Texas Education Agency on June 30, 1974. Each package contained a leader's manual with training session agendas; special instructions for conducting simulation games, contests, demonstrations, and role-play; copies of participant handouts and worksheets; and all required multi-media/audio-visual materials. Media included filmstrips, cassette tapes, transparencies, puzzles, and suggested films. Each package also contained a participant's manual with masters for duplicating all participant handouts, worksheets, and planning sheets.

The Texas Education Agency duplicated twenty-four sets of each package, twenty for distribution to each Education Service Center and four for use by T. E. A.

On December 11, 1974, the Texas Education Agency sponsored a "Showcase of Training Packages" to allow program developers an opportunity to present their packages to over one hundred representatives from Texas' Education Service Centers, the Texas Education Agency, and other state education departments (see appendix A-25). Education Service Center representatives included personnel who are assigned specific responsibilities for crime

prevention, drug education, guidance, and career education. The Texas Education Agency had representatives from these same areas and also had consultants in program development and planning/ research. Also attending was Mr. Bob Fox, director of National Instructional Television.

The two practicum writers attended the meeting and presented an overview of the contents of each training package, field test data and experiences, and suggestions for using the packages. Response to the presentations was enthusiastic. Several people requested additional information and inquiries were made about the field test site, Kaufman.

A brochure describing each of the training packages developed is being made available to each Education Service Center for widespread distribution to public, private, and parochial schools throughout the state (see appendix A-26). Title III money has also been made available to each Education Service Center for conducting awareness workshops about the training packages.

It is anticipated that this type of statewide publicity, added to dissemination efforts within the Region 10 area, will result in several contacts and visits to Kaufman by other educators interested in adapting or adopting this program.

ONGOING ACTIVITIES

Since completing the practicum activities, the writers have been invited to conduct the training programs with 100 teachers in 8 different school districts by means of a five-region telecommunications grid. The federally funded project, located in Killeen, Texas, provides two-way, live color television transmission between participants and leaders. This technological system has tremendour potential and the practicum writers welcome the opportunity to become associated with the project.

APPENDIX

DISCUSSION AGENDA

I. Description of CLAIM Program - 10 one hour training sessions to prepare teachers to use behavior modification.

A. Behavior Modification

1. Behavior that is rewarded tends to be repeated.
2. Behavior that isn't rewarded tends not to be repeated.

B. CLAIM - Gives teachers four skills for managing social behavior and academic behavior.

1. How to describe behavior and identify what is reinforcing it in the classroom

2. How to select and use reinforcers - How to set up and manage systems of using them

3. How to write and use contracts with individual students

4. How to use "weakening" procedures and punishment

II. Strengths and Weaknesses of CLAIM

A. Strengths

1. Focuses upon present behavior in classroom

2. Designed to make teachers increase use of praise and decrease use of criticism

3. Training includes "in-class" practice following the training sessions

4. Research shows very effective in elementary school

B. Weaknesses

1. CLAIM doesn't offer teachers ideas or activities for exploring feelings or examining values, but rather is concerned only with behavior.

2. Can be used primarily with a few very disruptive students.

3. The basic principal(reinforcement from the teacher is rewarding to students) is not always true for junior and senior high school students.

4. The slide tapes and situations described in manual are limited to elementary settings.

5. Behavior Modification places very little emphasis upon the child's role in planning his own behavior improvement.

6. Once rewards become standard procedures, it is difficult to remove them.

7. CLAIM does not include follow-up or assistance to teachers as they plan and try activities.

III. Goals of a modified program would attempt to broaden the scope of training to include both student behavior and attitudes.

Desired Outcomes would include:

A. Increased use by teachers of praise and encouragement

B. Decreased use of criticism

C. Increased recognition of students' feelings

D. Increased use of student ideas in planning the school enviornment and program.

IV. Structure of Program Development, Training and Follow-up: Four Stages

A. Program Development -

1. Gather input about needs and interest from teachers and administrators - Feb. 1974 -- For example:

   Prepare case studies identifying specific children and specific behaviors which are representative of behavioral problems which concern you -

2. Write training materials; develop audio-visuals; write participant manuals - March - July 1974

B. Conduct Training(to be experience oriented)

1. 1 day in August

2. Approximately 20 hours of training scheduled into mutually agreeable time segments

C. Follow-up

1. Teachers, in teams, establish their own goals. Plan and implement changes in behavior and classroom activities - Dec. - Feb. 1975

2. Region 10 function as:

   a. Resource for planning - For example: data gathering and systems set-up
   b. Monitor implementation
      1. organize local observation and/or video tape
      2. on-site visits and discussions with teachers

D. Evaluation

1. Collect data on teacher attitudes, student satisfaction; numbers of office discipline cases; suspensions - March and April 1974

2. Collect the same data again Feb., 1975

V. Data Needed from Administrators

1. How much released time would be available

2. Are funds available for teachers to use token rewards?

3. How will teacher participation be determined?

Consideration for Principals

1. What is happening in your school which is rewarding to students? To non-achievers?

2. What is happening in your school that is punishing for students? (study halls)

3. Why do you think your parents would/would not be supportive of efforts of the school to deal with feelings, values, personal conflicts?

4. Describe any planned part of the curriculum you now have which is intended to develop "affective" learning? (positive self-concepts, values, etc)

5. What kind of role have students played in establishing rules? In determing curriculum?

   Are there rules which students or parents have frequently questioned?

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"Better Schools Make Better Communities"

A-2

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LUCILLE NASH SCHOOL
TAX ASSESSOR-COLLECTOR
AND SECRETARY TO BOARD
TRAVIS E. FOX

December 18, 1973

Mrs. Brownlee and Mrs. Ring
Region X Education Service Center
P. O. Box 1300
Richardson, Texas 75080

Dear Mrs. Brownlee and Mrs. Ring:

It was a pleasure having you visit us last Friday. We discussed the proposed in-service training program and we feel that it would be very beneficial to us to have you conduct this program. We will look forward to working with you.

Merry Christmas to you.

Sincerely,

Jimmy Phillips
Superintendent

JRP/ib

FACILITATING TEAM

Membership: To be composed of teachers, counselors and/or principals, the team would be composed of eight members, two representatives from each school.

Responsibilities:

1. arrange meeting rooms for training sessions
2. assist in the distribution and collection of questionnaires and evaluation forms
3. recommend procedures for improving training materials and/or installation procedures
4. identify possible problems in implementation of classroom programs
5. assist in scheduling small group plan/share sessions
6. analyze process and product evaluation data.

Planning/evaluation activities would be completed in approximately eight meetings to be scheduled as needed.

FACILITATING TEAM

Kaufman Elementary School
1. Miss Frances Dawson
2. Mrs. Sally Eatherton

Lucille Nash Elementary
1. Mrs. Adeline Roberts
2. Miss Margret Tinnin

Kaufman Intermediate School
1. Ronnie Davis
2. John Jones

Kaufman High School
1. Homer Norville
2. Yvonne Butler

TEACHER IN-SERVICE QUESTIONNAIRE

MALE_____

FEMALE_____

GRADE(S) YOU TEACH_____

YEARS OF TEACHING EXPERIENCE_____

YEARS IN KAUFMAN I.S.D._____

TEACHER IN-SERVICE QUESTIONNAIRE

A-4.2

Please check the kinds of activities you would prefer to participate in during in-service training:

_____large group lecture

_____small group discussion

_____simulation games

_____field trips

_____classroom observation

_____role playing

_____demonstrations

_____independent study

Please check the kinds of instructional materials you would like to be used during in-service training:

_____readings

_____worksheets

_____films

_____slide tapes

_____transparencies/overhead

OTHERS

_____

_____

_____

Please describe three student behaviors you would like to eliminate in your classroom:

_____

_____

_____

_____

_____

_____

Please describe one skill you would like to develop to become a better teacher.

_____

_____

_____

_____

_____

Please rank order the following student needs in the order that the average parent of your students would rank them in the left-hand column. Rank them the way you would rank them in the right-hand column.

Parent's Rank Order		Your Rank Order
_____	Ablility to examine issues and form value judgments	_____
_____	Ability to communicate ideas	_____
_____	Ability to communicate feelings	_____
_____	Ability to study effectively	_____
_____	Ability to feel successful	_____
_____	Ability to complete assignments	_____
_____	Ability to understand others	_____
_____	Ability to work independently	_____

Please rank order the following responsibilities for schools in the order that you believe the average citizen of Kaufman would rank them in the left-hand column. Rank them the way you would rate them in the right-hand column.

Citizens' Rank Order		Your Rank Order
_____	College Preparation	_____
_____	Develop Self-Concepts	_____
_____	Job Preparation	_____
_____	Moral Training	_____
_____	Socialization	_____
_____	Develop Independence	_____
_____	Develop a Sense of Responsibility	_____
_____	Others	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STUDENT QUESTIONNAIRE--SECONDARY

Check One:

Boy_____

Girl_____

What Grade are you?_____

There are no right or wrong answers to these questions. We are collecting information which will help us plan for next year.

Please place an "X" on the number which most nearly matches your feelings:

1. I 5 | 4 | 3 | 2 | 1 look forward to school next year.
   (do) (do not)

2. I 5 | 4 | 3 | 2 | 1 free to discuss problems with my teacher(s).
   (feel) (do not feel)

3. I 5 | 4 | 3 | 2 | 1 have enough to say about what we study.
   (do) (do not)

4. My teachers 5 | 4 | 3 | 2 | 1 fair in dealing with students.
   (are) (are not)

5. School rules are 5 | 4 | 3 | 2 | 1.
   (reasonable) (not reasonable)

6. I 5 | 4 | 3 | 2 | 1 capable of doing the work my teachers assign.
   (am) (am not)

7. I would like to change 5 | 4 | 3 | 2 | 1 things about myself.
   (very few) (many)

8. I would like to change 5 | 4 | 3 | 2 | 1 things about school.
   (very few) (many)

STUDENT QUESTIONNAIRE--ELEMENTARY

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Check one:

Boy_____

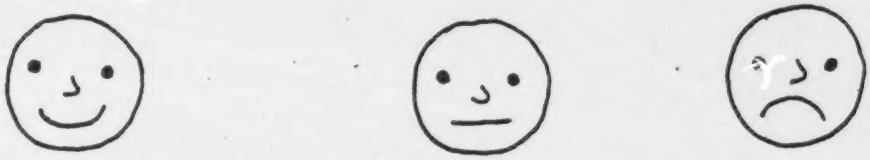
Girl_____

What Grade are You?_____

INSTRUCTIONS: There are no right or wrong answers to these questions. Please circle the face you would wear if the following things happened:

1. What face would you wear if someone told you about school next year?

2. What face would you wear if your teacher wanted to talk to you?



3. What face would you wear if you counted the number of children in class who like you?

4. What face would you wear if the teacher picked the best workers in the room?

5. What face would you wear if you couldn't come to school anymore?

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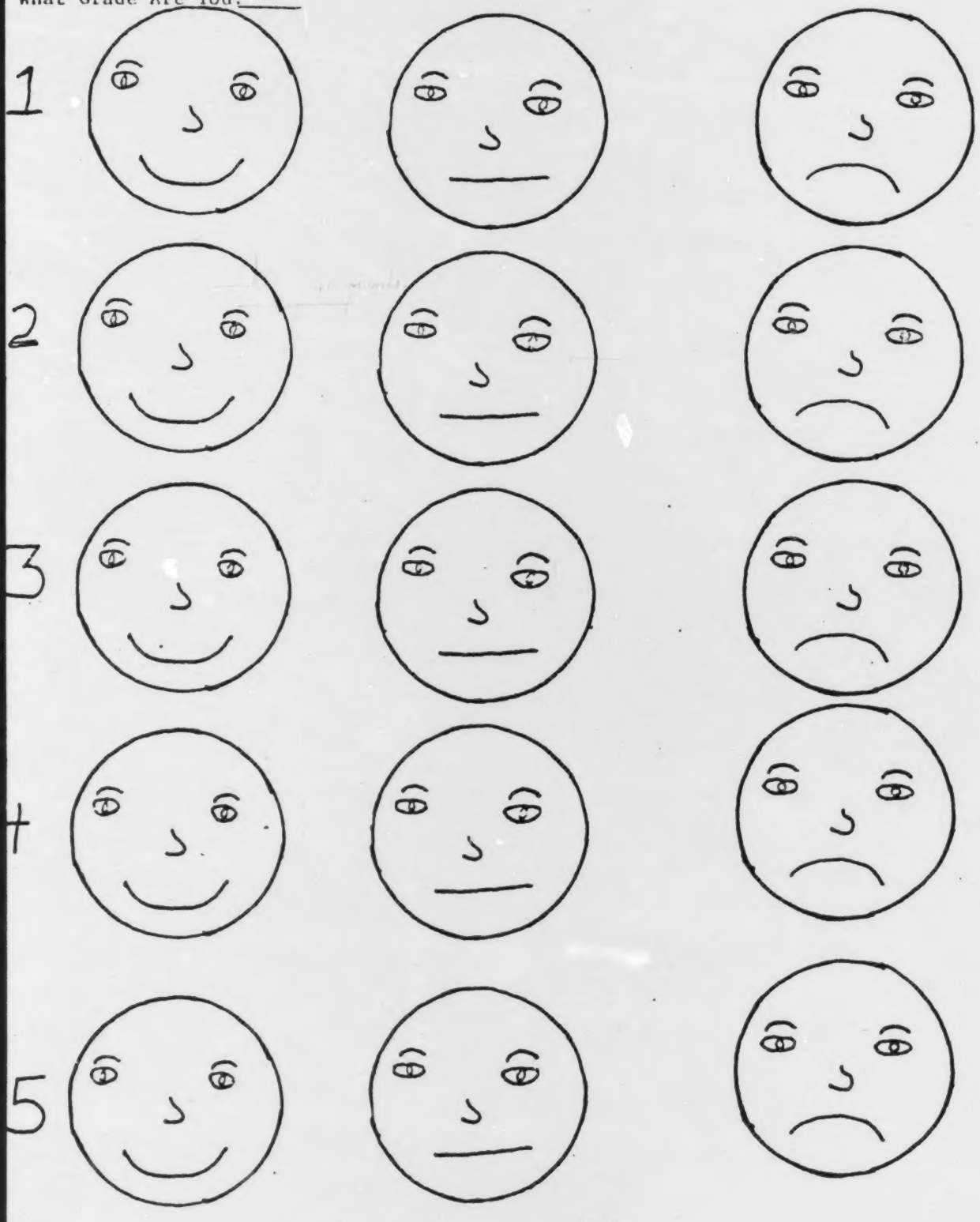
ANSWER SHEET--PRIMARY QUESTIONNAIRE

Check one:

Boy_____
Girl____
What Grade Are You?____



AGENDA

KAUFMAN TEACHER IN-SERVICE
February 18, 1974

2:15 - 2:25 Description of "MOD"
Request from Mr. Phillips
Similar Projects now Underway

A. Elementary Schools
   1. Mc Kinney
   2. Garland
   3. Terrell
   4. Greenville
B. Secondary Schools
   1. Irving
   2. Duncanville

2:25-- 2:30 Student Survey - Purpose

A. 3 Transparencies- Demonstrate Tally of Responses
B. Distr bute, Collect and Tally Tuesday or W ednesday
C. We'll pick up Thursday noon

2:30 - 2:45 Teacher Questionnaire - Purpose

A. Distribute questionnaire and pencils
B. Collect

2:45 - 3:00 Meeting with Facilitating Team

A. Description of Responsibility (handout)
B. Distribution of Questionnaires (handout)
C. Distribute Questionnaires

DISTRIBUTION AND COLLECTION OF STUDENT QUESTIONNAIRES

1. Please distribute to and collect from the students in your school either Tuesday or Wednesday, January 19-20. (The time and process will be determined by you and your principal.)

2. Please have teachers tally their class' responses on a blank response sheet.

3. Please have the teacher tallies for your school in Mr. Phillip's office by noon Thursday, January 21.

4. We will return a summary report of the results of the survey by Friday, March 1. Please share it with your faculty.

I. RESPONSES ON THE TEACHER IN-SERVICE QUESTIONNAIRE

Thank you for your responses on the "Teacher In-Service Questionnaire" on February 18. Teachers' responses are summarized below, question by question:

QUESTION 1- KINDS OF ACTIVITIES YOU WOULD PREFER TO PARTICIPATE IN DURING IN-SERVICE TRAINING.

Preferences at both the elementary and secondary levels include: (1) small group discussion (2) demonstrations (3) simulation games and (4) classroom observation. The least desired staff development activity is independent study.

QUESTION 2- KINDS OF INSTRUCTIONAL MATERIALS YOU WOULD LIKE TO BE USED DURING IN-SERVICE TRAINING.

Preferences at both the elementary and secondary levels included: (1) films (2) slide/tapes (3) transparencies and (4) worksheets. The least desired material was readings.

QUESTION 3- STUDENT BEHAVIORS YOU WOULD LIKE TO ELIMINATE IN YOUR CLASSROOM.

Grade Level	Behaviors
K-2	1. stealing 2. purposeless talking 3. non-attention 3. false heads 3. roaming around
3-5	1. Talking without permission 2. negative attitudes
6-8	1. stealing 2. excessive talking 2. non-attention
9-12	1. lack of motivation 2. excessive talking 3. disrespect of school and/or teacher(s)

QUESTION 4- SKILLS YOU WOULD LIKE TO DEVELOP TO BECOME A BETTER TEACHER.

Grade Level	Skills
K-2	1. More patience 2. better organization
3-5	1. ability to motivate 2. ability to be more positive
6-8	1. ability to motivate 2. ability to be more acceptant and understanding
9-12	1. ability to individualize instruction 2. ability to motivate

QUESTION 5- RANK ORDER THE OF STUDENT NEEDS AS YOU SEE THEM AND THEN AS PARENTS SEE THEM.

Grade Level	Teachers' Most Important	Teachers' Least Important	Parents' Most Important	Parents' Least Important
K-2	1. Ability to feel successful 2. Ability to communicate feelings	1. Ability to complete assignments 2. Ability to study effectively	1. Ability to complete assignments 2. Ability to feel successful	1. Ability to examine issues and form judgments 2. Ability to understand others
3-5	1. Ability to feel successful 2. Ability to exam mine issues and form judgments	1. Ability to work independently 2. Ability to communicate ideas	1. Ability to feel successful 2. Ability to complete assignments	1. Ability to examine issues and form 2. judgments 2. Ability to understand others
6-8	1. Ability to feel successful 2. Ability to exam mine issues and form judgments	1. Ability to work independently	1. Ability to feel successful 2. Ability to complete assignments	1. Ability to work independently 2. Ability to examine issues and form judgments
9-12	1. Ability to feel successful 2. Ability to form moral judgments	1. Ability to complete assignments 2. Ability to examine issues and form judgments	1. Ability to study effectively 2. Ability to complete assignments	1. Ability to communicate feelings

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QUESTION 6- RANK ORDER THE RESPONSIBILITIES FOR SCHOOLS AS YOU SEE THEM AND THEN AS AN AVERAGE KAUFMAN CITIZEN WOULD SEE THEM.

Grade Level	Teachers' Most Important	Teachers' Least Important	Citizens' Most Important	Citizens' Least Important
K-2	1. Develop Self-Concepts 2. Develop a Sense of Responsibility	1. Socialization	1. Job Preparation 2. College Preparation	1. Develop Self-Concepts
3-5	1. Develop Self-Concepts 2. Develop a Sense of Responsibility	1. College Preparation 2. Socialization	1. Job Preparation 2. College Preparation	1. Develop Self-Concepts
6-8	1. Develop Self-Concepts 2. College Preparation	1. Socialization 2. College Preparation	1. College Preparation 2. Job Preparation	1. Develop Self-Concepts
9-12	1. Develop Self-Concepts 2. College Preparation 2. Moral Training	1. College Preparation 2. Socialization	1. College Preparation 2. Job Preparation 2. Moral Training	1. Develop Self-Concepts

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II. ANALYSIS OF RESPONSES ON THE "TEACHER IN-SERVICE QUESTIONNAIRE"

Excessive talking was identified by teachers in each school as a major behavior problem. Both elementary and secondary teachers named stealing, non-attention, and negative attitudes as other major behavior problems.

The ability to motivate students is the skill most teachers wish to acquire. Both elementary and secondary teachers named patience and/or ability to be understanding as a skill to be developed.

Teachers at each school saw the greatest need of students to be the ability to feel successful. On the whole, teachers viewed students' feelings, moral judgments, and decision-making skills as more important than finishing assignments or studying effectively.

On the other hand, most teachers saw parents' values as being opposite of theirs. Teachers believe parents value finishing assignments and studying effectively more than the ability to understand others or to form moral judgments.

Teachers at all schools regard the development of self-concepts as the most important responsibility of the school. They regard the development of social skills as the least important responsibility.

Again, teachers saw parents' values as being opposite of theirs. Teachers believe parents regard college and job preparation as the most important responsibility of the school. They believe parents would regard the development of self-concepts as the least important responsibility.

STUDENT SURVEY K, 1, 2 COMBINED TABULATION

1. What face would you wear if someone told you about school next year?

   74% (213) 13% (35) 13% (36)

2. What face would you wear if your teacher wanted to talk to you?

   36% (103) 41% (118) 23% (67)

3. What face would you wear if you counted the number of children in class who like you?

   55% (158) 8% (22) 6% (16)

4. What face would you wear if the teacher picked the best workers in the room?

   52% (149) 17% (48) 21% (59)

5. What face would you wear if you couldn't come to school anymore?

   14% (40) 11% (31) 77% (222)

* Numbers in parenthesis are the total number of responses.

STUDENT SURVEY 3, 4, 5 COMBINED TABULATION

1. What face would you wear if someone told you about school next year?

46% (146) 30% (97) 15% (49)

2. What face would you wear if your teacher wanted to talk to you?

22% (70) 50% (159) 22% (69)

3. What face would you wear if you counted the number of children in class who like you?

70% (223) 17% (53) 6% (20)

4. What face would you wear if the teacher picked the best workers in the room?

38% (121) 41% (132) 17% (53)

5. What face would you wear if you couldn't come to school anymore?

23% (75) 11% (34) 59% (189)

* Numbers in parenthesis are the total number of responses.

STUDENT SURVEY 6, 7, 8 COMBINED TABULATION

1. I (5) 56% (211) (do) (4) 19% (72) (3) 9% (34) (2) 6% (21) (1) 6% (24) (do not) look forward to school next year.

2. I (5) 33% (123) (feel) (4) 19% (72) (3) 21% (80) (2) 10% (38) (1) 12% (46) (do not feel) free to discuss problems with my teacher(s).

3. I (5) 27% (102) (do) (4) 21% (80) (3) 18% (68) (2) 14% (53) (1) 11% (42) (do not) have enough to say about what we study.

4. My teachers (5) 42% (156) (are) (4) 17% (65) (3) 17% (63) (2) 9% (34) (1) 10% (36) (are not) fair in dealing with students.

5. School rules are (5) 39% (147) (reasonable) (4) 18% (67) (3) 16% (58) (2) 10% (38) (1) 12% (46) (not reasonable).

6. I (5) 58% (215) (am) (4) 24% (90) (3) 10% (38) (2) 2% (8) (1) 2% (9) (am not) capable of doing the work my teachers assign.

7. I would like to change (5) 31% (117) (very few) (4) 23% (84) (3) 17% (64) (2) 9% (33) (1) 17% (63) (many) things about myself.

8. I would like to change (5) 23% (84) (very few) (4) 15% (55) (3) 16% (61) (2) 9% (33) (1) 32% (120) (many) things about school.

* Numbers in parenthesis are the total number of responses.

STUDENT SURVEY 9, 10, 11, 12 COMBINED TABULATION

1. I (5) (do) 44% (153) (4) 25% (87) (3) 18% (64) (2) 5% (16) (1) 9% (do not) (30) look forward to school next year.

2. I (5) (feel) 22% (77) (4) 19% (67) (3) 26% (90) (2) 19% (68) (1) 13% (do not feel) (47) free to discuss problems with my teacher(s).

3. I (5) (do) 21% (76) (4) 19% (67) (3) 30% (105) (2) 17% (61) (1) 15% (do not) (52) have enough to say about what we study.

4. My teachers (5) (are) 25% (88) (4) 27% (93) (3) 37% (129) (2) 10% (36) (1) 8% (are not) (28) fair in dealing with students.

5. School rules are (5) (reasonable) 27% (93) (4) 19% (68) (3) 25% (87) (2) 22% (76) (1) 17% (not reasonable) (60).

6. I (5) (am) 52% (183) (4) 30% (104) (3) 12% (42) (2) (1) (am not) capable of doing the work my teachers assign.

7. I would like to change (5) (very few) 18% (62) (4) 21% (75) (3) 25% (89) (2) 17% (58) (1) 21% (many) (74) things about myself.

8. I would like to change (5) (very few) 15% (52) (4) 14% (50) (3) 19% (66) (2) 22% (77) (1) 32% (many) (112) things about school.

* Numbers in parenthesis are the total number of responses.

CLASSROOM MANAGEMENT TRAINING PROGRAM

Development of the Training Program

The Academic Services Department of the Region 10 Education Service Center, responding to requests from area educators, has developed a twenty hour teacher training program in classroom management for teachers K-12. Classroom management encompasses broad-based training in: needs of students; student-teacher relationships; control of discipline; and uses of motivational devices. Differences in student and teacher needs/interests necessitates that elementary and secondary teachers be trained seperately and with slightly different materials. Therefore, two training programs were developed, one for elementary teachers and one for secondary teachers.

Kaufman's Involvement

The teachers and administrators of the Kaufman Independent School District will be assisting the Education Service Center in evaluating the new materials during the fall semester of the 1974-75 school year. Mrs. Gwyn Brownlee, Academic Services Department Director, will be conducting training for the Kaufman elementary teachers during the months of August-October. Mrs. Barbara Ring, Academic Services Department Consultant, will simultaneously train the Kaufman secondary teachers.

Participants will be involved in three phases of activity: training sessions, classroom implementation, and evaluation. The Education Service Center trainers will conduct the training sessions and supply training materials, will consult with individual and small groups of teachers as they plan and implement management programs, and will assist teachers and administrators to evaluate the impact of the training.

In an effort to individualize the training to the needs of the Kaufman teachers, the Education Service Center conducted teacher and student surveys in February, 1974. Training activities and content were identified in response to student concerns and teacher interests. A team of local teachers and principals reviewed the training materials and will advise and assist in the implementation of the training program.

Training for Elementary Teachers

The twenty hours of training, divided into nine sessions, will begin in August. The first six hours will be conducted in two half-day sessions during the week of August 12-16. The remaining 14 hours of training will be distributed throughout the months of August-October. Session topics include:

Overview (basic concepts)

Values--A System for Determining

Building Positive Self-Concepts

Introduction to Behavioral Analysis

Measuring Behavior and Reinforcement

Token Economy--Contingency Contracts

Punishment

Decision-Making

Assuring Success--Motivation

Training for Secondary Teachers

Training for the secondary teachers will be structured in the same manner as the elementary teacher training. The session topics include:

Overview (basic concepts)

Building Positive Self-Concepts

Reinforcement Theory

Management of Discipline

Conducting Class Meetings, Part I

Conducting Class Meetings, Part II

Instructional Motivation, Part I

Instructional Motivation, Part II

(To be planned in response to participant wishes)

Evaluation of the Training

Kaufman teachers will evaluate both the process and the product of the training.

PROCESS: Participants in the training will periodically evaluate the following:

-relevance of training activities to needs and interests

-usefulness of participant materials

-quality of instructional tools

-organization of the sessions

-value of individual and small group consultation

PRODUCT: Two desired outcomes of the training are (1) improved self-concepts of students and (2) increased teacher job satisfaction. Pre and post tests to measure changes in these attitudes will be administered. The tests to be used to measure student self-concepts include:

"What Face Would You Wear Inventory"	Kaufman Elementary
"How I See Myself Inventory" (elementary)	Lucille Nash Elementary
"How I See Myself Inventory" (secondary)	Kaufman Junior High Kaufman High

The test to be used to evaluate teachers' job satisfaction at all levels is the "Purdue Teacher Opinionaire".

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REGION 10 EDUCATION SERVICE CENTER

PARTICIPANT SERVICE EVALUATION FORM

A-12

PROGRAM TITLE_____

SCHOOL DISTRICT_____

COUNTY_____

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(45 48)

Do not mark

ASSIGNMENT LEVEL (check one)

(49)

0_____PRESCHOOL - K
1_____1-3
2_____4-6
3_____COMBINATION K-6
4_____COMB. ELEM. & JR. HIGH
5_____MIDDLE/JUNIOR
6_____HIGH SCHOOL
7_____COMB. JR. & SR. HIGH
8_____ALL LEVELS
9_____OTHER

SUBJECT OR ASSIGNMENT AREA (check one)

(50-51)

01_____SELF-CONTAINED
02_____LANGUAGE ARTS
03_____SOCIAL STUDIES
04_____MATHEMATICS
05_____SCIENCE
06_____HEALTH/PE
07_____FINE ARTS
08_____VOCATIONAL
09_____FOREIGN LANGUAGE
10_____BUSINESS EDUCATION
11_____DRIVER EDUCATION
12_____INDUSTRIAL ARTS
13_____TMR
14_____EMR
15_____AH
16_____SH
17_____VH/PS
18_____ED
19_____OH/OHI
20_____L/LD
21_____MBI
22_____VOCATIONAL-SP. ED.
23_____EARLY CHILDHOOD
24_____ADMINISTRATION
25_____ANY COMB. OF 1-24
26_____OTHER - SPECIFY_____

POSITION (check one)

(52-53)

01_____REG. TEACHER
02_____PRINCIPAL
03_____VICE (ASST) PRIN.
04_____CONSULTANT
05_____DIAGNOSTICIAN
06_____AIDE
07_____SUPT.
08_____REG. COUNSELOR
09_____MEDIA SPEC.
10_____LIBRARIAN
11_____NURSE
12_____PHYSICIAN
13_____VISITING TEACHER
14_____CENTRAL ADM.
15_____STUDENT
16_____BOARD MEMBER
17_____SP. ED. TEACHER
18_____PSYCHOLOGIST
19_____SP. ED. COUNSELOR
20_____SP. ED. SUPERVISOR
21_____PARENT/VOLUNTEER
22_____OTHER: SPECIFY_____

(54) Was your involvement in this program required. (Check one)
1. _____ yes 2. _____ no 3. _____ Do not know

(55) Building Media Coordinator (Check one)
1. _____ yes 2. _____ No

Directions: Please circle the number which best represents your reaction to each of the items below:

(56) 1.	The organization of this program was:	Excellent 7	6	5	4	3	2	Poor 1
(57) 2.	The objectives of this program were:	Clearly Evident 7	6	5	4	3	2	Vague 1
(58) 3.	The work of the consultant(s) used in this program was:	Excellent 7	6	5	4	3	2	Poor 1
(59) 4.	The ideas and activities in this program were:	Very Meaningful 7	6	5	4	3	2	Meaningless 1
(60) 5.	The scope of this program was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
(61) 6.	Involvement in this program should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
(62) 7.	Overall, I consider the value of this program to be:	Very High 7	6	5	4	3	2	Of No Value 1

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FOLLOW-UP EVALUATION FORM

Date: _____

Assignment:

Teacher of K-2 _____
Teacher of 3-5 _____
Teacher of 6-8 _____
Teacher of 9-12 _____

1. This activity met my personal of professional needs:

_____ Extremely well _____ Fairly well _____ Poorly

2. The manner in which this activity was organized and carried on was:

_____ Excellent _____ Average _____ Poor

3. The materials given to participants were:

_____ Excellent _____ Average _____ Poor

4. The quality of my teaching will improve as a result of this activity:

_____ Definitely yes _____ Possibly _____ No

5. The subject of this activity was covered:

_____ Very well _____ Adequately _____ Poorly

REFERRAL TO OFFICE RECORD

(to be kept by all teachers from August--December)

Teacher's Name_____

Referral Date	Behavior of Child Referred

FREQUENCY TALLY

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Behavior To Be Recorded _____

_____

Time Interval _____

	NEGATIVE BEHAVIOR TALLY	POSITIVE BEHAVIORS(list as many as see)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

DURATION RECORD

Behavior To Be Recorded_____

_____

Number of Minutes or Seconds Engaging in Activity	Positive Behaviors(as many as possible)
Monday Total Time_____	
Tuesday Total Time_____	
Wednesday Total Time_____	
Thursday Total Time_____	
Friday Total Time	

Session V

Interval Record

Students to be observed _____

_____

Behaviors to be recorded _____

_____

BEHAVIORS TIME INTERVALS POSITIVE BEHAVIORS (list as many as you can)

Monday

Tuesday

Wednesday

Thursday

Friday

OBSERVATION CHECKLIST

_____ Used positive language and praise when possible.

_____ Was calm and unemotional.

_____ Expressed verbal statements about caring for the student as a person.

_____ Did not recall past transgressions or misbehaviors.

_____ Made no moral statement ("You knew it was wrong didn't you) about the misbehavior, but helped the student to make a moral judgment of his own behavior.

_____ Helped the student make a realistic plan.

If you could not check any statement please explain why. _____

_____

_____

Other Notes: _____

_____

_____

_____

_____

_____

_____

_____

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CLASS DISCUSSION EVALUATION

1. Did the leader explain the rules before starting the discussion?
2. Did all participants contribute to the discussion?
3. Did the participants take turns speaking?
4. Did the leader refrain from praise and blame?
5. Did the leader rephrase or clarify the student's replies?
6. Did the leader seek total participation?
7. Did the leader stop the session at a high point?
8. Did the participants become involved to the point of asking each other questions?
9. Did the leader ask questions which built on the original question? (How, Why, When, Where, What)
10. Were there opportunities for thinking and conjecture?
11. Was it a happy situation for the participants?
12. Was rapport established? (Student to student and student to leader).

1. Beginning question: _____

_____

_____

2. Most stimulating question(s): _____

_____

_____

3. Other Notes or Warm Fuzzies: _____

_____

_____

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THE PURDUE TEACHER OPINIONNIARE

(1)
[1]

(5-10)
I.D. NUMBER

(11)
CONTROL

DO NOT MARK

(2-4) SCHOOL CAMPUS (check one)

_____Kaufman Elementary
_____Lucille Nash Elementary
_____Kaufman Intermediate School
_____Kaufman High School

(12-22) LAST NAME (23) (31) FIRST NAME

(32-33) ASSIGNMENT LEVEL (check one)

0 0 _____Kindergarten
0 1 _____First
0 2 _____Second
0 3 _____Third
0 4 _____Fourth
0 5 _____Fifth
0 6 _____Sixth
0 7 _____Seventh
0 8 _____Eighth
0 9 _____Ninth
1 0 _____Tenth
1 1 _____Eleventh
1 2 _____Twelfth
1 3 _____Special Education

(35-36) POSITION (check one)

0 1 _____Teacher
0 2 _____Teacher Aide
0 3 _____Counselor
0 4 _____Principal
0 5 _____Other

(37) SEX (check one)

1 _____Male
2 _____Female

Please circle the number which indicates how you feel most of the time:

(39) 1. Teaching gives me a great deal of personal satisfaction	7 (Always Agree)	6	5	4	3	2	1 (Always Disagree)
(40) 2. Teaching enables me to make my greatest contribution to society	7 (Always Agree)	6	5	4	3	2	1 (Always Disagree)
(41) 3. I love to teach	7 (Always Agree)	6	5	4	3	2	1 (Always Disagree)
(42) 4. If I could plan my career again, I would choose teaching	7 (Always Agree)	6	5	4	3	2	1 (Always Disagree)
(43) 5. I would recommend teaching as an occupation to students of high scholastic ability	7 (Always Agree)	6	5	4	3	2	1 (Always Disagree)

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(44)
6. If I could earn as much money in another occupation, I would stop teaching — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(45)
7. I find my contacts with students, for the most part, highly satisfying and rewarding — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(46)
8. I feel that I am an important part of this school system — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(47)
9. I feel successful and competent in my present position — 7 Always Agree) 6 5 4 3 2 1 (Always Disagree)

(48)
10. I enjoy working with student organizations, clubs, and societies — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(49)
11. I am at a disadvantage professionally because other teachers are better prepared to teach than I am — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(50)
12. As far as I know, the other teachers think I am a good teacher — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(51)
13. The "stress and strain" resulting from teaching makes teaching undesirable for me — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(52)
14. Most of the actions of students irritate me — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(53)
15. My students regard me with respect and seem to have confidence in my professional ability — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(54)
16. My students appreciate the help I give them with their school work — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(55)
17. To me there is no more challenging work than teaching — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(56)
18. As a teacher, I think I am competent as most other teachers — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(57)
19. I really enjoy working with my students — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

(58)
20. I am well satisfied with my present teaching position — 7 (Always Agree) 6 5 4 3 2 1 (Always Disagree)

WHAT FACE WOULD YOU WEAR?

A-21.1

Print pupil's name in the blocks.

(12) (22) (23) (31)

LAST FIRST

(32-33) GRADE (check one)

1 4 _____Kindergarten
0 1 _____First
0 2 _____Second
1 3 _____Special Education

(34) (36)
HOMEROOM

(37) SEX (check one)

1 _____Boy
2 _____Girl

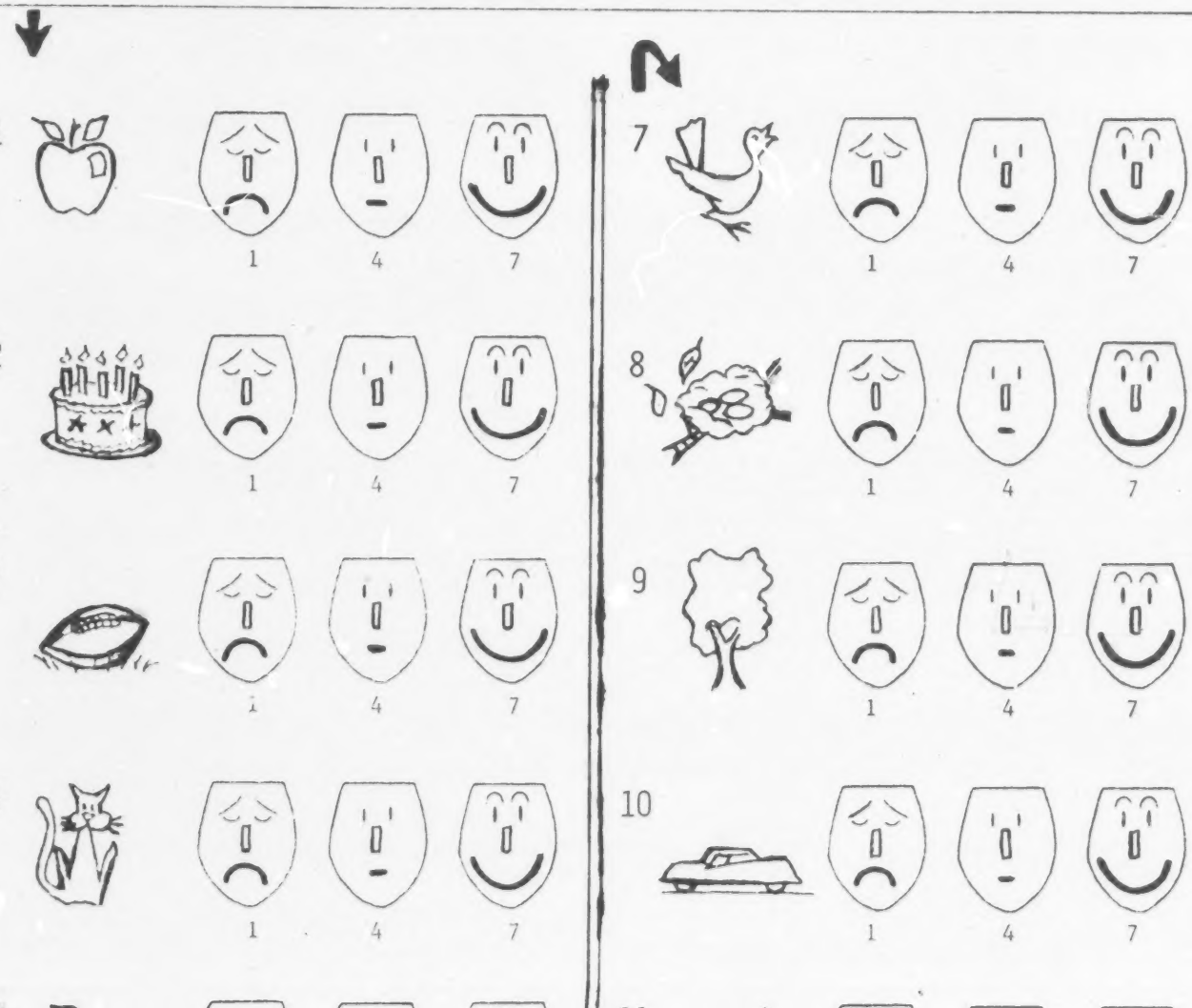
(1)
1

(2-4)
CAMPUS

(5-10)
I. D. NUMBER

(11)
CONTROL

DO NOT MARK



(34) (36)
HOMEROOM

(37) SEX (check one)

1 _____Boy
2 _____Girl

(11)
CONTROL

DO NOT MARK

1

2

3

4

5

6

7

8

9

10

11

12

13
1

4

7

14
1

4

7

15
1

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18
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4

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19
1

4

7

20
1

4

7

21
1

4

7

22
1

4

7

23
1

4

7

24
1

4

7

WHAT FACE WOULD YOU WEAR?

Instructions to the Teacher:

Be sure that each child has a pencil and an answer sheet. You should fill in each child's name, grade, sex, and homeroom code before distributing the answer sheets. Check frequently to be sure each child understands what to do and is keeping up with you. Read these directions to the children when you are ready to begin the test:

On this sheet there are no right or wrong answers. I am going to ask you some questions. You are to answer me by circling the face which you would wear.

Do you see the numbers and pictures in front of each row of faces? (Check.) They will help us all stay on the same row for each question. Raise your hand if I go too fast for you.

Find the first row of faces. The row has a picture of an apple.

(apple) 1. (apple) What face would you wear if you were singing a song to your parents? (Repeat.) Circle only one face on that row. (Check throughout the room.) That's fine.

(cake) 2: Now, look at the next row beside the picture of the cake. Which one of these faces would you wear if you could make a teacher happy with your painting or drawing? [Repeat:] WHAT FACE WOULD YOU WEAR IF YOU COULD MAKE A TEACHER HAPPY WITH YOUR PAINTING OR DRAWING? Circle the face you would pick.

(football) 3: Everyone look at the faces by the football. Circle the face you would wear if you could tell a friend something that you learned in school. (Repeat:) WHAT FACE WOULD YOU WEAR IF YOU COULD TELL A FRIEND SOMETHING THAT YOU LEARNED IN SCHOOL?

Remember that the faces that you wear are different from the ones that anyone else wears: so don't pay attention to what other people are doing. Don't leave any rows without a circle around one of the faces.

(cat) 4: Look at the row of faces with a cat. WHAT FACE WOULD YOU WEAR IF YOU HAD TO TELL YOUR PARENTS THAT YOU HAD LOST YOUR COAT? [Repeat:] Circle the face.

(milk) 5: The next row has a plate of milk by it. WHAT FACE WOULD YOU WEAR IF YOU HAD TO ASK A TEACHER FOR HELP WITH A CERTAIN JOB? [Repeat.] Circle the face.

(mouse) 6: Look at the row with the mouse . . . WHAT FACE WOULD YOU WEAR IF YOU FORGOT YOUR STORY OR SONG IN FRONT OF THE WHOLE CLASS? [Repeat.]

(bird) 7: Now let's go to the row with the bird. Question seven: WHAT FACE WOULD YOU WEAR IF YOU COULD READ LIKE A GROWN-UP? [Repeat.]

(nest) 8: The next row has a bird's nest. WHAT FACE WOULD YOU WEAR WHEN YOU ARE LEARNING NEW LETTERS OR WORDS THAT WILL HELP YOU READ? [Repeat.]

(nest) 9: Find the row by the picture of the tree. WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF GOING TO SCHOOL TO LEARN NEW GAMES? [Repeat.]

(car) 10: Move to the row of faces with the car. WHAT FACE WOULD YOU WEAR IF YOU HAD DONE SOMETHING THAT WOULD GET YOU A SPANKING? [Repeat.]

(fish) 11: Look at the row with the fish. WHAT FACE WOULD YOU WEAR IF YOU COULDN'T ANSWER A QUESTION? [Repeat.]

(clown) 12: The next row has a picture of a clown. WHAT FACE WOULD YOU WEAR IF YOU WERE TOO OLD TO GO TO SCHOOL ANYMORE? [Repeat.]

(seal) 13: The next row has a picture of a seal with ball. In that top row . . . WHAT FACE WOULD YOU WEAR IF YOUR PARENTS WERE TELLING YOU HOW YOU ARE TRYING IN SCHOOL? [Repeat.]

(doll) 14: The next row down has a picture of a doll. In that row . . . WHAT FACE WOULD YOU WEAR IF A TEACHER WAS TELLING YOU WHAT KIND OF LISTENER YOU WILL BE? [Repeat.]

(rabbit) 15: Move down to the row with the bunny rabbit. WHAT FACE WOULD YOU WEAR IF THE BOYS AND GIRLS IN CLASS WERE GOING TO PICK THE BEST WORKERS IN THE ROOM? [Repeat.]

(boy) 16: Now find the boy on a wagon. WHAT FACE WOULD YOU WEAR WHEN YOU TELL YOUR PARENTS HOW YOU FEEL ABOUT BEING IN SCHOOL? [Repeat.]

(dog) 17: Everyone look for the row with the puppy dog. In this row . . . WHAT FACE WOULD YOU WEAR IF YOU WERE DOING YOUR DRAWING FOR A TEACHER? [Repeat.]

(bone) 18: Look at the row with a bone on a plate. WHAT FACE WOULD YOU WEAR IF ONLY THE GOOD CHILDREN COULD HAVE A PARTY? [Repeat.]

(dog house) 19: Now, go to the row with the dog house. WHAT FACE WOULD YOU WEAR WHEN YOU'RE THINKING OF HOW MUCH YOU'LL HAVE GROWN UP BY NEXT YEAR? [Repeat.]

(truck) 20: A truck is on the next row. WHAT FACE WOULD YOU WEAR IF YOU HAD TO MAKE A PICTURE OF AN ANIMAL THAT WAS HARD TO DRAW? [Repeat.]

(house) 21: The next row has a picture of a house. WHAT FACE WOULD YOU WEAR IF SOMEONE WAS TELLING YOU WHAT YOUR CLASS WILL BE LIKE NEXT YEAR? [Repeat.]

(bear) 22: Look at the row with the teddy bear. WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF HOW GOOD YOU'RE DOING IN SCHOOL? [Repeat.]

(train) 23: Next is the row with a train. WHAT FACE WOULD YOU WEAR IF YOU TRIED TO LEARN SOMETHING NEW WITH NUMBERS? [Repeat.]

(girl) 24: One more question . . . the last one . . . in the row near the picture of the girl jumping rope: WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF ALL THE CHILDREN IN CLASS WHO LIKE YOU? [Repeat.]

Inspect: Let's all go back to the beginning and look to be sure that there is a circle on a nose on every row -- only one nose circled in each row of faces. (Repeat missed questions to anyone who may have missed a row.) Raise your hand if you missed a row or marked one twice by mistake.

HOW I SEE MYSELF (ELEMENTARY)

A-22

PLEASE PRINT YOUR NAME IN THE BLOCKS.

(12) (22) (23) (31)

LAST FIRST

(32-33) GRADE (CHECK ONE)

03 ____THIRD
04 ____FOURTH
05 ____FIFTH
13 ____SPECIAL EDUCATION

(37) SEX (CHECK ONE)

1 ____BOY
2 ____GIRL

(1) 1

(2-4) CAMPUS

(5-10) I. D. NUMBER

(11) CONTROL

DO NOT MARK

(34) (36) HOMEROOM

PLEASE CIRCLE THE NUMBER WHICH SHOWS HOW YOU FEEL MOST OF THE TIME.

(39)	1. I GET MAD	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(40)	2. I STAY WITH SOMETHING UNTIL I FINISH	1 (NEVER	2	3	4	5	6	7 (ALWAYS)
(41)	3. I'M VERY GOOD AT DRAWING	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(42)	4. I LIKE TO WORK WITH OTHERS	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(43)	5. I'M JUST THE RIGHT HEIGHT	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(44)	6. I WORRY	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(45)	7. MY HAIR IS NICE-LOOKING	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(46)	8. TEACHERS LIKE ME	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(47)	9. I HAVE LOTS OF ENERGY	1	2	3	4	5	6	7 (ALWAYS)
(48)	10. I PLAY GAMES VERY WELL	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(49)	11. I'M JUST THE RIGHT WEIGHT	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(50)	12. THE GIRLS LIKE ME A LOT	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(51)	13. I'M VERY GOOD AT SPEAKING BEFORE A GROUP	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(52)	14. MY FACE IS PRETTY (GOOD LOOKING)	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(53)	15. I'M VERY GOOD IN MUSIC	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)

PLEASE TURN PAPER OVER

(54)	16.	I GET ALONG WELL WITH TEACHERS	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(55)	17.	I LIKE TEACHERS VERY MUCH	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(56)	18.	I FEEL VERY AT EASE, COMFORTABLE INSIDE	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(57)	19.	I LIKE TO TRY NEW THINGS	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(58)	20.	I CAN HANDLE MY FEELINGS	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(59)	21.	I DO WELL IN SCHOOL WORK	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(60)	22.	I WANT THE BOYS TO LIKE ME	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(61)	23.	I LIKE THE WAY I LOOK	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(62)	24.	I WANT THE GIRLS TO LIKE ME	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(63)	25.	I'M VERY HEALTHY	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(64)	26.	I'M A VERY GOOD DANCER	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(65)	27.	I WRITE WELL	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(66)	28.	I LIKE TO WORK ALONE	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(67)	29.	I PLAN MY TIME WISELY	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(68)	30.	I'M VERY GOOD AT MAKING THINGS WITH MY HANDS	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(69)	31.	MY SKIN IS NICE-LOOKING	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(70)	32.	SCHOOL IS VERY INTERESTING	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(71)	33.	I'M REAL GOOD IN ARITHMETIC	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(72)	34.	I'M SMARTER THAN MOST OF THE OTHERS	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(73)	35.	I AM INCLUDED IN WHAT IS GOING ON	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(74)	36.	MY CLOTHES ARE NICE	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(75)	37.	I LIKE SCHOOL	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(76)	38.	I'M HAPPY WITH THE WAY I AM	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(77)	39.	I READ VERY WELL	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)
(78)	40.	I LEARN NEW THINGS EASILY	1 (NEVER)	2	3	4	5	6	7 (ALWAYS)

HOW I SEE MYSELF (Secondary)

Please print your name in the blocks.

(12) (22) (23) (31)

LAST FIRST

(32-33) GRADE (check one)

0 6 _____Sixth
0 7 _____Seventh
0 8 _____Eighth
0 9 _____Ninth
1 0 _____Tenth
1 1 _____Eleventh
1 2 _____Twelfth

(37) SEX (check one)

1 _____Boy
2 _____Girl

(1)
1

(2-4)
CAMPUS

(5-10)
I. D. NUMBER

(11)
CONTROL

DO NOT MARK

(34) (36)
HOMEROOM

Please circle the number which most closely indicates how you feel most of the time.

(39)	1.	I get mad	1 (Never)	2	3	4	5	6	7 (Always)
(40)	2.	I stick with a job until I finish	1 (Never)	2	3	4	5	6	7 (Always)
(41)	3.	I am a good artist	1 (Never)	2	3	4	5	6	7 (Always)
(42)	4.	I like to work on committees	1 (Never)	2	3	4	5	6	7 (Always)
(43)	5.	I wish I were taller or shorter	1 (Never)	2	3	4	5	6	7 (Always)
(44)	6.	I worry	1 (Never)	2	3	4	5	6	7 (Always)
(45)	7.	My hair is nice-looking	1 (Never)	2	3	4	5	6	7 (Always)
(46)	8.	Teachers like me	1 (Never)	2	3	4	5	6	7 (Always)
(47)	9.	I have a lot of energy	1 (Never)	2	3	4	5	6	7 (Always)
(48)	10.	I am good at athletics	1 (Never)	2	3	4	5	6	7 (Always)
(49)	11.	I am just the right weight	1 (Never)	2	3	4	5	6	7 (Always)
(50)	12.	The girls admire me	1 (Never)	2	3	4	5	6	7 (Always)
(51)	13.	I am good at speaking before a group	1 (Never)	2	3	4	5	6	7 (Always)
(52)	14.	My face is very pretty (good looking)	1 (Never)	2	3	4	5	6	7 (Always)
(53)	15.	I am good at musical things	1 (Never)	2	3	4	5	6	7 (Always)

PLEASE TURN PAPER OVER

(54)	16.	I get along very well with teachers	1 (Never)	2	3	4	5	6	7 (Always)
(55)	17.	I like teachers	1 (Never)	2	3	4	5	6	7 (Always)
(56)	18.	I am at ease and relaxed	1 (Never)	2	3	4	5	6	7 (Always)
(57)	19.	I like to try new things	1 (Never)	2	3	4	5	6	7 (Always)
(58)	20.	I control my feelings very well	1 (Never)	2	3	4	5	6	7 (Always)
(59)	21.	I do very well in school	1 (Never)	2	3	4	5	6	7 (Always)
(60)	22.	I want the boys to admire me	1 (Never)	2	3	4	5	6	7 (Always)
(61)	23.	I like the way I look	1 (Never)	2	3	4	5	6	7 (Always)
(62)	24.	I want the girls to admire me	1 (Never)	2	3	4	5	6	7 (Always)
(63)	25.	I am healthy	1 (Never)	2	3	4	5	6	7 (Always)
(64)	26.	I am a good dancer	1 (Never)	2	3	4	5	6	7 (Always)
(65)	27.	Science is easy for me	1 (Never)	2	3	4	5	6	7 (Always)
(66)	28.	I enjoy doing individual projects	1 (Never)	2	3	4	5	6	7 (Always)
(67)	29.	It is easy for me to organize my time	1 (Never)	2	3	4	5	6	7 (Always)
(68)	30.	I am good at making things with my hands	1 (Never)	2	3	4	5	6	7 (Always)
(69)	31.	My skin is nice-looking	1 (Never)	2	3	4	5	6	7 (Always)
(70)	32.	Reading is easy for me	1 (Never)	2	3	4	5	6	7 (Always)
(71)	33.	Math is easy for me	1 (Never)	2	3	4	5	6	7 (Always)
(72)	34.	I am smarter than most of my classmates	1 (Never)	2	3	4	5	6	7 (Always)
(73)	35.	The boys admire me	1 (Never)	2	3	4	5	6	7 (Always)
(74)	36.	My clothes are very nice	1 (Never)	2	3	4	5	6	7 (Always)
(75)	37.	I like school	1 (Never)	2	3	4	5	6	7 (Always)
(76)	38.	I like my build	1 (Never)	2	3	4	5	6	7 (Always)
(77)	39.	I am a very good reader	1 (Never)	2	3	4	5	6	7 (Always)
(78)	40.	I learn new things easily	1 (Never)	2	3	4	5	6	7 (Always)
(79)	41.	I present a good appearance	1 (Never)	2	3	4	5	6	7 (Always)
(80)	42.	I am full of confidence in myself	1 (Never)	2	3	4	5	6	7 (Always)

Proposal for

HUMANISTIC/BEHAVIORISTIC TRAINING PROGRAM FOR TEACHERS

Submitted to

The Division of Crime Prevention and Drug Education
Texas Education Agency
Austin, Texas

by

Region 10 Education Service Center
400 E. Spring Valley
P.O. Box 1300
Richardson, Texas 75080

INTRODUCTION

A 1972 survey of local teachers and administrators in the Region 10 area indicates that they perceive discipline, the management of deviant behavior, to be one of their chief problems. In response to this identified need the Region 10 Education Service Center proposes to develop a training program for teachers which will develop skills to positively interact with students in the classroom.

There are some serious concerns by the Academic Services Department team regarding some critical concepts for dealing effectively with human behavior that are not included in the behavioral modification programs now available.

Behavior modification has come under heavy criticism by those who feel that it is used as a tool for manipulation of behavior and does not give attention to the humanizing trends in education that focus upon feelings, attitudes, and values. Many authorities have debated behavioristic versus humanistic approaches in classroom management.

To help meet this need the project proposal is for the purpose of developing two twenty hour multi-media training packages - one for elementary school teachers and one for secondary school teachers. The training in both packages will include instruction in classroom management, reality therapy, values clarification, self-awareness, interpersonal relationships, communications skills and decision-making skills.

Materials and activities of both teacher training programs will develop in teachers the following skills:

1. The ability to analyze behavior and plan a program of contingency management
2. The ability to use praise and encouragement effectively for all students

3. The ability to recognize and respond to students' feelings

4. The ability to incorporate student ideas into classroom activities.

Application of these skills in the classroom should result in the following student outcomes identified in A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes:

1.2 The student values the use of a decision-making process in attacking problems encountered in life situations.

1.4 The student values the use of a values clarification process when confronted with decisions.

1.5 The student values his own worth and dignity.

1.6 The student values the worth and dignity of the individual.

1.12 The student values socially constructive and personally gratifying roles for himself.

1.13 The student values the absence of inaccurate labeling (stereotyping) of peers and others.

1. Management Plan of Contractor

The two training packages, one for the elementary level and one for the secondary level, will address themselves to the same student outcomes identified in the introductory section. The same format for development, implementation, and evaluation will be followed for both packages. This procedure will allow the development of two packages simultaneously which will provide training for a faculty, grades K-12. This will greatly reduce the budget requirements for development of the two packages.

The project will be coordinated by Ralph Dahl who will serve as the contact person. Staff members of the Academic Services Department will function as a team for developing and implementing the two training packages. A professional writer, an audio-visual specialist, and a part-time secretary will be utilized on a short-term basis to aid the Academic Services team in preparing materials.

A facilitating team of eight teachers and administrators from the selected pilot school, including two representatives from grades K-12, will be identified to assist the writers to implement the training program. Functions of the facilitating team include:

-arrange meeting rooms for training sessions

-assist in the distribution and collection of questionaires and evaluation forms

-recommend procedures for improving training materials and/or installation procedures

-identify possible problems in implementation of classroom programs

-assist in scheduling small group plan/share sessions

-analyze process and product evaluation data.

Human resources needed to execute this project include the three developers, one professional writer, one audio-visual specialist, the Superintendent of schools, the school principals, the eight members of the facilitating team, the faculty members of the selected schools, and one part-time secretary.

Estimated man days to complete the project are:

		Days
(3)	Developers	180
(1)	Writer	30
(1)	Superintendent	5
(4)	Principals (estimate based on four principals)	32
(8)	Facilitating Team	64
(72)	Faculty Members (estimate based on 50 faculty members)	350
(1)	Secretary	12
(1)	Audio-Visual Consultant	30

Table I shows a schedule of proposed activities:

TABLE I

SCHEDULE OF ACTIVITIES

	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
PROGRAM DEVELOPMENT											
Identify Facilitating Team	x										
Develop Questionaires	x										
Distribute and Collect Questionaires	x										
Analyze Results of Survey	x										
Develop Sample Training Packets		x-----x									
TEA and Facilitating Team Review Sample Packets		x-----x									
Complete training Materials				x----------x							
Produce Multi-Media Materials				x----------x							
TEACHER TRAINING											
Schedule Training Workshops							x				
Present Overviews to Faculties							x				
Conduct Training Workshops							x----------x				
Meet with Facilitating Team							x----------x				
Schedule Plan/Share Sessions							x----------x				
CLASSROOM IMPLEMENTATION/FOLLOW-UP											
Meet with Plan/Share Groups										x--------x	
Provide Needed Resources										x--------x	
Meet with Facilitating Team										x--------x	
EVALUATION											
Distribute Form A (after all training)							x----------x				
Compile and Analyze Responses							x----------x				
Distribute Form B										x--------x	
Compile and Analyze Responses										x--------x	
Distribute Record Keeping Forms							x				
Tabulate and Analyze Responses											x
Observation Tallysheets Distributed							x----------x				
Tabulate and Analyze Tallysheets											x
Administer Self Concept Inventories							x				x
Administer Teacher Attitude Inventory							x				x
Consider and Analyze Results of Inventories								x			

BEST COPY AVAILABLE

2. Contractor Qualifications

Program Coordinator - Dr. Ralph Dahl, Consultant for Crime Prevention and Drug Education, served for fourteen years in the public schools of Texas as a coach, teacher, and principal. For the past five years he has served as the consultant for Crime Prevention and Drug Education at Region 10 Education Service Center. Dr. Dahl received the B.S., MEd., and Ed.D., degrees from North Texas State University. Recent experience related to the present project: Director of a two-week Alcohol Education Institute for teachers in the summer of 1973 funded by the Texas Commission on Alcoholism and served as a writer for curriculum materials currently being used by Allied Youth, Dick Upchurch, Director, Dallas, Texas.

Material Development -

The Academic Services Department of Region 10 Education Service Center will function as a team in the development and implementation of this project. This team represents extensive expertise at both the elementary and secondary levels in the areas of inservice training, program development, writing skills, and development of audio-visual materials.

To supplement the time and efforts of the Academic Services team, a specialist with a background in education and writing and an audio-visual specialist will be added to our staff by contractual agreement for a period equal to (30) thirty days.

One part-time secretary will be used for a period of (12) twelve working days to type materials for final approval.

3. Topics and Objectives

Humanistic/Behavioristic Training Program for Teachers

Related Student Outcomes - 1.2, 1.4, 1.5, 1.6, 1.12, 1.13

Target Group - Teachers K-12

Total Hours Required - 20 hours

Description -

Materials and activities of the teacher training program should develop in teachers the following skills:

- The ability to analyze behavior and plan a program of contingency management
- The ability to use praise and encouragement effectively for all students
- The ability to recognize and respond to students' feelings
- The ability to incorporate student ideas into classroom activities.

Application of these skills in the classroom should result in the following outcomes:

1. Increased use of praise and encouragement by teachers
2. Decreased use of teacher criticism and punishment
3. Improved self-concepts for students
4. Fewer disruptive behavioral problems
5. Increased teacher recognition of student's feelings and ideas
6. Improved Teacher job satisfaction.

Learning activities should be laboratory experiences stressing interaction and involvement. Instructional materials should utilize a variety of instructional media.

4. Initial General Plan

The general plan for the development and implementation of this project calls for the development of two training packages, one for the elementary level and one for the secondary level. Development of each package will follow the procedures outlined in this section.

Activities of this project will be divided into three phases:

Phase I: Program Development

Phase II: Teacher Training

Phase III: Classroom Implementation/Follow-up

Team members of the Academic Services department will cooperatively plan the following with the selected ISD administrators and facilitating team:

- rationale for program
- scope and sequence for program
- evaluation system and analyze data
- identification of facilitating team
- survey and analysis of needs
- training and instructional materials
- details of training
- additional resource
- reports for TEA.

A facilitating team of eight teachers and administrators, including two representatives from each school, will be identified to assist the Service Center team in implementing the training program.

Phase I: Program Development

During the months of February through July Region 10 will develop twenty hours of training for teachers. Before developing training materials, two questionaires will be developed, one to be distributed to teachers and one to be distributed to students.

The teachers' questionnaire, to be given to a random sample of twenty-five percent of the faculty, will collect data about:

1. Local community and school values and traditions
2. Concerns of teachers about classroom discipline
3. Concerns of teachers about in-service training.

The students' questionaire, to be distributed to a random sample of ten percent of the students, will collect data about:

1. Attitudes toward school
2. Feelings about self
3. Aspects of school which should be changed.

The results of the survey will be compiled, analyzed, and incorporated into the development of a training program that will include the following general areas of study:

1. Behavior modification
2. Reality therapy
3. Values clarification
4. Self-awareness
5. Interpersonal relationships
6. Communications skills
7. Decision-making skills.

Instructional materials to be developed or adapted will utilize a variety of instructional media such as printed materials, participant plan/worksheets, films, filmstrips, and audio-slide tapes. All learning activities will be designed to achieve stated outcomes and will involve participants in such laboratory experiences as buzz groups, role playing, demonstrations, case studies, simulation games, etc.

Phase II: Teacher Training

The twenty hours of training will be done at the convenience of each principal during released times throughout the months of August through October. An overview of the training program will be presented during pre-school August in-service. Intensive training will be conducted during half or whole day workshops. One hour workshop sessions will be scheduled weekly when sequential developmental skills need to be practiced in the

classroom between training sessions. Facilitating team members will assist and advise in the implementation of the training. Teachers will compile cumulative workbooks of instructional materials to be used for reference during classroom implementation. Throughout the training teachers will meet regularly in small group plan/share sessions.

Phase III: Classroom Implementation/Follow-up

During November and December teachers will establish their own humanistic/behavioristic programs ~~for their classrooms~~. During this time the writers will work with teachers in regularly scheduled small group plan/share sessions to provide assistance and resources. The resources provided will include: materials from the Education Service Center; professional resource people in the region; local talent in the district; local public service agencies; and on-site visits to other schools.

EVALUATION DESIGN

A variety of techniques will be used to assess the effectiveness of the project activities: evaluation forms, teacher records, observation tally sheets, and attitude inventory instruments.

Evaluation efforts will be assisted by the eight member facilitating team which will aid in collecting evaluation data, in analyzing the data, and in advising appropriate changes in the program.

The evaluation will be concerned with two major aspects of the training package:

- process
- product

Process evaluation will be concerned with the manner in which the project has been conceptualized and implemented. Phases I and II of the project will be evaluated by means of an evaluation to be completed by participants following all training workshops. Evaluation items on the form will examine the following:

- relevance of training activities to needs and interests of participants
- usefulness of participant materials
- quality of instructional tools
- organization of the workshop
- suitability of the length of the workshop
- performance of the trainers.

Evaluation responses will be compiled and analyzed regularly with facilitating team members and appropriate changes will be made in the program materials and format.

Another evaluation will be used to evaluate the Phase III implementation and follow-up activities. The form, to be completed twice during small group plan/share meetings, will examine the following:

- over-all value of the meetings
- appropriateness of topic(s) and task(s)
- usefulness of materials provided
- convenience of time and location
- assistance of consultants
- helpfulness of resources provided

Responses will be analyzed by facilitating team members and changes will be made as needed.

Product

Product evaluation will be concerned with assessing the anticipated outcomes of the project (see page 2). Three techniques will be used to assist teachers to determine whether or not the outcomes have been achieved:

1. an on-going record of referrals to the principal's office
2. classroom observation and/or video taping
3. attitude testing of students and teachers.

A form will be prepared early in Phase II for teachers to begin keeping an on-going record of numbers of referrals to the principal's office. Teachers will be asked to compare numbers of referrals before and after training.

5. Expenditures

The following budget reflects funds for two training packages, one for the elementary level and one for the secondary level. Since both packets follow the same format, the same team members, and time sequence, it is more economical to pursue both packets at once.

Personnel Salaries

Reimbursement to Region 10 Education Service Center for time of consultants takem from regular duties

3 consultants X 10 days $50 per day = $1500

Part-time secretary

12 days X 8 hours X $2.00 per day = $ 192

Total $1692

Consultant Services

*Professional writer

30 days X $50 per day = $1500*

*Contracted services for audio-visual development

30 days X $50 per day = $1500*

*½ for each package

Total $3000

Travel

Austin (2 trips with overnight expenses and meals)	$200		
Travel for consultants to pilot site	$ 300		
		Total	$ 500

Materials

Multi-media materials	$ 600		
Printing	$688		
Pre and post measurement instruments	$200	Total	$1488

Permanent Cases for Package

(2) Cases @ $10	$10		
		Total	$ 20

TOTAL $6,700

6. Assurances

Contractors are asked to submit the following two assurances:

A. Assurance of Compliance with the Department of Health, Education and Welfare Regulation under Title VI of the Civil Rights Act of 1964. (See Attachment)

B. Region 10 Education Service Center hereby agrees that
(Name of Applicant)
it will complete a pilot test of the complete training package with no less than 10 persons representing the specified target group by no later than a date to be specified by the Texas Education Agency.

Dated 1-29-74 H. W. Goodgion
(Name Typed)

By H W Goodgion
(Signature)

BEST COPY AVAILABLE

SHOWCASE OF TRAINING PACKAGES

CAREER EDUCATION, GUIDANCE, DRUG EDUCATION
Regional Education Service Centers and Texas Education Agency
December 11, 1974

Joe C. Thompson Center, Austin

Objective: Each participant will preview at least four training packages so that he or she comprehends the series of training packages, Becoming.

8:00 - 8:30 REGISTRATION (Lobby)

8:30 - 9:00 GENERAL SESSION

Welcome - L. Harlan Ford
Promotional Slide/tape Presentation
Dissemination of Packages

9:00 - 10:30 SMALL GROUP SESSION I

Small Group Instruction
Region 13 (Room 3-102)

Structuring for Variety: Classroom Organization
Region 13 (Room 3-108)

Evaluation Techniques in the Classroom
Region 13 (Room 2-118)

Transactional Analysis Techniques for Counselors
Region 18 (Room 2-108)

*Classroom Management Training
Region 10 (Room 1-116)

10:30 - 10:45 COFFEE BREAK

10:45 - 12:15 SMALL GROUP SESSION II

Small Group Instruction
Region 13 (Room 3-102)

* Two packages previewed together in one session.